

UC 12162 12F

CBM003 ADD/CHANGE FORM

APPROVED APR 24 2013

Undergraduate Council
 New Course Course Change
 Core Category: Soc Behv Sci Effective Fall 2014

or
 Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: SOC College: CLASS
2. Faculty Contact Person: SLee Telephone: 3-3954 Email: slee3@uh.edu
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title:
SOC / 1301 / Honors Introduction to Sociology
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
SOC / 1301 / HONORS INTRODUCTION TO SOCIOLO
 - SCH: 3.00 Level: FR CIP Code: 45.1101.00 01 Lect Hrs: 3 Lab Hrs:

RECEIVED OCT 12 2012

4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title:
 / /
 - Course ID: Effective Date (currently active row):

6. Authorized Degree Program(s): B.S. / B.A.
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
SOC / 1301 / Honors Introduction to Sociology
 - Course ID: 41972 Effective Date (currently active row): 117211

9. Proposed Catalog Description: (If there are no prerequisites, type in "none")
 Cr: 3. (3.0). ~~Prerequisites~~ Prerequisites: enrollment in Honors College. Credit for or concurrent enrollment in ENGL 1303 or equivalent. Description (30 words max.): Scientific study of human societies; characteristics of social units, their interrelationships, and processes of change. Major theories, methods, and research findings in sociology.

10. Dean's Signature: _____ Date: 10/8/12
 Print/Type Name: Dr. Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Sociology

Person Making Request: Shayne Lee

Telephone: 3-3954

Email: slee3@uh.edu

Dean's Signature: _____

Date: 9/8/12

Course Number and Title: Sociology 1301: Honors Introduction to Sociology

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

*Students will be able to think critically and engage in debates about how they and others around them think, behave, and engage their environments having obtained a greater understanding of macro social structures, as well as individual and group dynamics

* Students will be able to communicate effectively a social concern and identify ways they can become agents of social change

*Students will be able to pose theoretical questions, identify relevant data collection and evaluation techniques, and clearly and confidently present their research in written and oral forms.

*Students will possess a greater knowledge and understanding of demographic, social, political, and economic trends.

Component Area for which the course is being proposed (check one):

Communication

Mathematics

Science

Language, Philosophy, & Culture

Creative Arts

Life & Physical Sciences

American History

Government/Political

Social & Behavioral Science

Component Area Option

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

*Students will conduct a research project that is designed to help them synthesize and apply the readings toward understanding their social worlds to simulate the steps of conducting sociological research. Students will decide on a topic, research it online, in the library, and collect original data and then present their findings in oral and written form. The project is divided into an oral presentation and a written report. In the oral component, students will present their research question/hypothesis, methodology, data and results to the class and answer any questions. Students will write a six to eight page report describing the data they collected, the strengths and weaknesses of their methods, and how their findings support or refute the arguments in the sources they collected.

*Students will be a class discussant for one reading, presenting an analysis of the reading.

Communication Skills:

In the above research project and assignment students will demonstrate their ability to communicate effectively.

Empirical & Quantitative Skills:

In the above research project and assignment students will demonstrate their ability to analyze data resulting in informed conclusions.

Teamwork:

Click here to enter text.

Social Responsibility:

In the above research project students will demonstrate their ability to explore issues of social responsibility

Personal Responsibility:

Click here to enter text.

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

[Click here to enter text.](#)

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: __

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COURSE SYLLABUS

YEAR COURSE OFFERED: 2012

SEMESTER COURSE OFFERED: Spring

DEPARTMENT: Honors College

COURSE NUMBER: 1301H

NAME OF COURSE: Introduction to Sociology

NAME OF INSTRUCTOR: Shasta F. Jones, PhD sfjones2@uh.edu
(DO NOT EMAIL ME THROUGH BLACKBOARD)

OFFICE HOURS: Tue & Thu 1-2:30pm in Honors College 212M

The information contained in this class syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Learning Objectives

In this introduction to sociology, we will explore the theories and methods of the sociological perspective and review early and contemporary research questions. We will consider how individuals relate to one another and the larger structural environment in which they live, how they (as groups) impact the macro landscape of society, and how that macro landscape impacts the mindset and behavior of groups. The course addresses our understanding of how constructs such as deviance and crime, race, ethnicity, social class, and gender affect our attitudes and life outcomes; the how, the why, and the when of social movements and social change; and how we come to view ourselves and our existence. Students are expected to take an introspective look at their own lives using a sociological perspective and apply classroom discussions and readings towards understanding their daily rituals.

By the end of this course, students should:

1. be able to think critically and engage in debates about how they and others around them think, behave, and engage their environments having obtained a greater understanding of macro social structures, as well as individual and group dynamics.
2. possess a greater knowledge and understanding of demographic, social, political, and economic trends.
3. know how to identify a social concern, pose theoretical questions, identify relevant data collection and evaluation techniques, and clearly and confidently present their research in written and oral forms.
4. be able to meaningfully and confidently engage their collegial and local environments through classroom participation and research.
5. identify ways they can become agents of social change.

COURSE SYLLABUS

Assignment Description & Grading

1. Class participation (30%)

Class attendance and participation are required and key to your understanding of and development in this course. As such, I expect students to be fully engaged through informed and thoughtful contributions to discussions, random reading quizzes, and in-class assignments.

2. Discussant (10%)

You will sign up to be a class discussant for one reading. You will present an *analysis* of the reading and not merely a summary. Remember you are a discussant; therefore, your presentation should generate a discussion in class for 5-10 minutes.

3. One Book Analysis (20%)

You will complete an in-class analysis of the book, Ain't No Makin' It on April 12. See "Analysis of Written Work" on Blackboard for details.

4. Research Project (40% total)

This assignment is designed to help you synthesize and apply the readings toward understanding your own social worlds, walk through all the steps of conducting sociological research, and get you out of the classroom and into the streets. You will decide on a topic, research it online/in the library and through original data collection, and then present your findings in both oral and written form. The project is divided into: 1) a presentation & 2) a written report as follows:

A. Presentation (15%) You will present your question/hypothesis, methodology, data, and results to the class and answer any questions. You are required to use PowerPoint or some other type of presentation medium to make your class presentation original and engaging.

B. Written Report (25%, 6-8 pages) Your research report will describe the data you collected, the strengths and weaknesses of your methods, and how your findings support or refute the arguments in the sources you selected. You should feel free to use the course readings (including Ain't No Makin' It) as sources. All of your secondary sources must be scientific and peer-reviewed; that means no Wikipedia, blogs, websites, newsletters, etc. See the student support folder on Blackboard for details.

DATES: You will turn in the 1st draft of your written report on March 1 and the 2nd draft on March 29. Both will count towards your written report grade. Your final paper is due at the beginning of class April 17. You must also submit it to Turnitin.com before class.

GRADING SCALE: 93-100 A 90-92 A- 87-89 B+ 83-86 B 80-82 B- 77-79 C+ 73-76 C 70-72 C- etc.

Required Reading

Texts Students Must Purchase: (Be sure to get these editions/years because the previous ones *are* different.)

Ferguson, Susan. J. 2010. *Mapping the Social Landscape: Readings in Sociology*, 6th edition. Boston: McGraw-Hill. (Abbreviated **MSL** in syllabus)

MacLeod, Jay. 2008. *Ain't No Makin' It*. New York: Westview Press.

Additional Selected Readings Posted Online (Abbreviated O.L. in syllabus) From:

Ferguson, Susan. J. 2005. *Mapping the Social Landscape: Readings in Sociology*, 4th edition. Boston: McGraw-Hill.

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Henslin, James, M. (Ed.). 2007. *Down to Earth Sociology: Introductory Readings*, 14th edition. New York: Free Press.

Lemert, Charles. 2010. *Social Theory: The Multicultural and Classic Readings*, 4th edition. Boulder: Westview Press.

Washington, James M. 1992. *I Have a Dream: Writings & Speeches That Changed the World*. New York: Harper Collins Publishers.

Zia, Helen. 2000. *Asian American Dreams: The Emergence of an American People*. New York: Farrar, Straus and Giroux.

List of discussion/lecture topics

Week 1	
Jan 17 Introduction	Overview of course content, assignments, & expectations What is Sociology? And what do Sociologists Do? Conducting social research
Jan 19 The Practice of Sociology: Conducting Social Research	Mills, C. Wright. "The Promise," in MSL, pp. 1-7 Gaines, Donna. "Teenage Wasteland: Suburbia's Dead-End Kids," in MSL, pp. 7-19 Romero, Mary. "Intersection of Biography and History: My Intellectual Journey," in MSL, pp. 19-33
Week 2	
Jan 24 The Practice of Sociology: Conducting Social Research	Nacos, Brigitte L. and Oscar Torres-Reyna. "Muslim Americans in the News Before and After 9/11," in MSL, pp. 441-453 Rubin, Lilian B. "Sand Castles and Snake Pits," in MSL, pp. 527-534 Scully, Diana and Joseph Marolla. "'Riding the Bull at Gilley's': Convicted Rapists Describe the Rewards of Rape," in Henslin (O.L.), pp. 48-62 Haney, Craig, et al, "Interpersonal Dynamics in a Simulated Prison," in MSL, pp. 43-52
Jan 26 Classical Theories of Sociology	Lemert, Charles. "Social Theory: Its Uses and Pleasures," in Lemert (O.L.), pp. 1-22
Week 3	
Jan 31 Classical Theories of Sociology	Marx, Karl and Friedrich Engels. "Manifesto of the Communist Party," in MSL, pp. 468-473 Weber, Max. "The Protestant Ethic and the Spirit of Capitalism," in MSL, pp. 499-505 Du Bois, William Edward Burghardt (W.E.B. Du Bois). "Double-Consciousness and the Veil," in Lemert (O.L.), pp. 166-172 Gilman, Charlotte Perkins. "The Yellow Wallpaper," in Lemert (O.L.), pp. 172-174 Cooper, Anna Julia. "The Colored Woman's Office," in Lemert (O.L.), pp. 178-184
Feb 2 Classical Theories of Sociology in a New Era	De Beauvois, Simone. "Woman as Other," in Lemert (O.L.), pp. 345-347 Cesaire, Aime. "Between Colonizer and Colonized," in Lemert (O.L.), pp. 348-350 King, Martin Luther. "The Power of Nonviolent Action," in Lemert (O.L.), pp. 351-354 Students for a Democratic Society (SDS). "Participatory Democracy," in Lemert (O.L.), pp. 358-361 Friedan, Betty. "The Problem That Has No Name," in Lemert (O.L.), pp. 361-364
Week 4	
Feb 7 Culture	Glassner, Barry. "The Culture of Fear: Why Americans Are Afraid of the Wrong Things," in MSL, pp. 61-68 England, Paula and Reuben J. Thomas. "The Decline of the Date and The Rise of the College Hook Up," in MSL, pp. 69-78 Haunani-Kay, Trask. "Lovely Hula Hands: Corporate Tourism and the Prostitution of

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	Hawaiian Culture," in MSL, pp. 88-95
Feb 9 Socialization	Davis, Kingsley. "Extreme Isolation," in Henslin (O.L.), pp. 151-160 Klinenberg, Eric. "Dying Alone: the Social Production of Urban Isolation," in MSL, pp. 534-547
Week 5	
Feb 14 Identity	Goffman, Erving. "Presentation of Self in Everyday," in Henslin (O.L.), pp. 135-146 Granfield, Robert, "Making It By Faking It," in MSL, pp. 123-135
Feb 16 Groups and Social Structure	Adler, Patricia and Peter Adler, "Peer Power: Clique Dynamics among School Children," in MSL, pp. 147-161 Sanchez, Jankowski, Martin, "Gang Business: Making Ends Meet," in MSL, pp. 162-172
Week 6	
Feb 21 Groups and Social Structure	Williams, Christine. "Shopping as Symbolic Interaction: Race, Class, & Gender in the Toy Store," in MSL, pp. 172-183 Colvin, Mark. "Descent into Madness: The New Mexico State Prison Riots," in MSL, pp. 183-196
Feb 23 Deviance, Crime & Social Control	Rosenhan, David L. "On Being Sane in Insane Places," in MSL, pp. 197-207 McLorg, Penelope and Diane E. Taub. "Anorexia Nervosa and Bulimia: The Development of Deviant Identities," in MSL, pp. 207-218 Boswell, A. Ayres and Joan Z. Spade. "Fraternities and Collegiate Rape Culture: Why are Some Fraternities More Dangerous Places for Women," in MSL, pp. 234-246
Week 7	
Feb 28 Influence & Conforming to the "Norm"	Chambliss, William J. "The Saints and the Roughnecks," in Henslin (O.L.), pp. 299-314 Savells, Jerry. "Social Change Among the Amish," in Henslin (O.L.), pp. 508-517 Dyer, Gwynne. "Anybody's Son Will Do," in MSL, pp. 135-146
Mar 1 Influence & Conforming to the "Norm"	Meyer, Philip. "If Hitler Asked You to Electrocute a Stranger, Would You? Probably," in Henslin (O.L.), pp. 269-276 Henslin, James M. "Eating Your Friends is the Hardest: The Survivors of the F-227," in Henslin (O.L.), pp. 277-286 Levi, Ken. "Becoming a Hit Man," in Henslin (O.L.), pp. 287-298 1st Draft of Research Project Due
Week 8	
Mar 6 Race & Ethnicity	Omi, Michael and Howard Winant. "Racial Formations in the United States," in Ferguson 2004 (O.L.), pp. 380-390 Lee, Jennifer and Frank Bean. "Beyond Black and White: Remaking Race in America," in Ferguson 2004 (O.L.), pp. 390-398
Mar 8 Race & Ethnicity	King Jr., Martin Luther. "I Have a Dream," in Washington (O.L.), pp. 101-106 Zia, Helen. "Beyond Our Shadows," in Zia (O.L.), pp. Intro, p. 3-13, & 139-142
Week 9 Mar 12-16	SPRING BREAK!!
Week 10	
Mar 20	<i>Ain't No Makin' It</i> , Chap. 1-3
Mar 22	<i>Ain't No Makin' It</i> , Chap. 4
Week 11	
Mar 27	<i>Ain't No Makin' It</i> , Chap. 5
Mar 29	<i>Ain't No Makin' It</i> , Chap. 6 2nd Draft of Research Project Due
Week 12	
Apr 3	<i>Ain't No Makin' It</i> , Chap. 7
Apr 5	<i>Ain't No Makin' It</i> , Chap. 9
Week 13	
Apr 10	<i>Ain't No Makin' It</i> , Chap. 10

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Apr 12	<i>Ain't No Makin' It</i> Exam
Week 14	
Apr 17	Research Projects Due - Presentations
Apr 19	Presentations
Week 15	
Apr 24	Presentations
Apr 26	Presentations & Last Day of Class
Finals Period	
May 8	2-5pm Final Exam