

General Education Course Proposal

Proposed Course: Soc 1 Principles of Sociology Units 03
Prefix No. Title

Department: Sociology School: Social Sciences

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2___; DX; E___
Integration: B___; C___; D___; International/Multicultural___

Existing Course X; Revised Course ___; New Course ___

Course Included in Current GE Program Yes

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Introduction to the principles and theoretical perspectives of sociology and their application to the fundamental problems of social life. Discussion of sociological methods and findings in such areas as family, race relations, deviance. General Education BREADTH, Division 8. (CAN SOC 2)

Enrollment limit per section: 50

Expected number of sections per semester - Year 1 7; Year 3 7

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Elizabeth N. Nelson 3/16/98
Department Chair Date

J. Sen 3/12/98
School Curriculum Committee Date

Ellen Graenicher 3/26/98
School Dean Date

Redmond 12/15/98
General Education Subcommittee Date

Brandt Kehoe 12/22/98
Associate Provost Date

1/14/98

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Attachment 2: Common Elements

Common content and objectives. All offerings of Sociology 1, Introductory Sociology, will cover the same goals. These include the following:

1. The students will be able to define and use meaningfully a set of core concepts common to sociological analysis. These concepts will include, but not be limited to: norm, sanction, culture, society, status, role, class, ethnic group, stereotype, discrimination, and prejudice.
2. The students will be able to explain and use two theories of social-psychological analysis such as rational choice theory and symbolic interaction theory.
3. The students will be able to describe and explain the strengths and weakness of the most common research methods and designs in sociology such as survey research, experimentation, and field observation.
4. The students will be able to explain and apply structural explanations in both face-to-face and large scale examples (i.e. structural explanations of altruism or of different rates of warfare).
5. The students will be able to describe and explain the mechanisms of socialization and will be able to show how these mechanisms contribute to the development of a sense of self among children as well as to the acquisition of new roles by adults.
6. The students will be able to describe and explain several theories of deviance (such as control theory, strain theory, and labeling theory) and be able to explain the current research evidence relevant to each of them.
7. The students will be able to describe social inequality (along the dimensions of class, ethnic group, or gender) both contemporary and historical, and also able to explain the sociological theories which account for this inequality.
8. The students will be able to apply sociological concepts and theories to the description and analysis of several major social institutions such as the family, religion, or politics and the state.
9. Students will be able to explain two major theories of population change and modernization.

Common Student Activities

1. Students will write one or more empirically based papers which demonstrate competence in the use of the concepts, theories, and modes of analysis characteristic of sociology. These assignments will sum to at least 2,000 words.
2. Students will be tested over the assigned material which they are expected to learn. This includes, but is not limited to, the regularly scheduled final examination.

Representative Texts

1. Stark, Rodney. 1998. Sociology. Wadsworth. (7th edition).
2. Kornblum, William. 1988. Sociology in a Changing World. Holt, Rinehart, and Winston.
3. Farley, John E. 1990. Sociology. Prentice Hall.

Approximate Schedule for the Course (The instructors for the various sections of the course have the professional responsibility to schedule the specific lectures, discussions, and other activities of their sections as they see fit as long as they cover the common content and satisfy the mandated writing requirement appropriately. An example of how this is done is shown in detail in the representative syllabus included as Attachment 3. Generally, the common elements of the course are scheduled on that syllabus in the following way.)

1. Weeks 1-3: Objective 1. The students will be able to define and use meaningfully a set of core concepts common to sociological analysis. These concepts will include, but not be limited to: norm, sanction, culture, society, status, role, class, ethnic group, stereotype, discrimination, and prejudice.
2. Weeks 4-5: Objectives 2, 3, and 4. 2) The students will be able to explain and use two theories of social-psychological analysis such as rational choice theory and symbolic interaction theory. 3) The students will be able to describe and explain the strengths and weakness of the most common research methods and designs in sociology such as survey research, experimentation, and field observation. 4) The students will be able to explain and apply structural explanations in both face-to-face and large scale examples (i.e. structural explanations of altruism or of different rates of warfare).
3. Weeks 6-7: Objective 5. The students will be able to describe and explain the mechanisms of socialization and will be able to show how these mechanisms contribute to the development of a sense of self among children as well as to the acquisition of new roles by adults.
4. Weeks 8-9: Objective 6. The students will be able to describe and explain several theories of deviance (such as control theory, strain theory, and labeling theory) and be able to explain the current research evidence relevant to each of them.
5. Weeks 10-12: Objective 7. The students will be able to describe social inequality (along the dimensions of class, ethnic group, or gender) both contemporary and historical, and also able to explain the sociological theories which account for this inequality.
6. Weeks 13-15: Objectives 8 and 9. 8) The students will be able to apply sociological concepts and theories to the description and analysis of several major social institutions such as the family, religion, or politics and the state. 9) Students will be able to explain two major theories of population change and modernization

Grading Policy. (The instructors for the various sections of the course have the professional responsibility to assign grades to their students for each of the examinations, papers, and other activities in each of their classes. An example of how this is done is shown in detail in the representative syllabus included as Attachment 3. With regard to grading, it includes the following elements.)

1. Two examinations, a midterm and a final, together worth 50% of the course grade.
2. A set of eleven data-analysis exercises using computer software and data files prepared for this course. Together, these exercises are worth 15% of the course grade.
3. Five short empirical research papers in which the computer software and data files used in the exercises are used to test hypotheses about various sociological issues discussed in this course. Together, these papers are worth 35% of the course grade.

4. The grading scale published in the syllabus is:

A = 90%-100%

B = 80%- 89%

C = 60%- 79%

D = 50%- 59%

F = 0%- 49%

Sociology 001
Principles of Sociology
Spring, 1998
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Purpose of the Course:

The primary purpose of this course is to teach a special way of interpreting human behavior: a sociological perspective. This perspective emphasizes the social influences on how people think about themselves and others and the social constraints and opportunities which shape their behavior. It is an empirically based perspective which seeks to establish testable propositions about human behavior, so we shall be concerned, in this course, with learning to state such propositions, learning to test them, and learning how to evaluate those tests. In this course you will be introduced to the methods and analytical concepts necessary to evaluate society today.

A second purpose of this course is to teach some of the things which sociologists have learned: some of the substance of sociological knowledge. We shall study the influence of major social, cultural, economic and political forces on human behavior and social institutions. The comparative method is a foundation of institutional analysis so, where it is appropriate, we shall adopt an explicitly cross-cultural perspective, sometimes examining social processes or institutions in other societies (both western and non-western) and often examining the experiences of different ethnic, gender, and age groups in the United States.

The specific objectives of this course are that at the end of the term:

1. You will be able to define and use meaningfully a set of core concepts common to sociological analysis. These concepts will include, but not be limited to: norm, sanction, culture, society, status, role, class, ethnic group, stereotype, discrimination, and prejudice.
2. You will be able to explain and use two theories of social-psychological analysis such as rational choice theory and symbolic interaction theory.
3. You will be able to describe and explain the strengths and weakness of the most common research methods and designs in sociology such as survey research, experimentation, and field observation.
4. You will be able to explain and apply structural explanations in both face-to-face and large scale examples (i.e. structural explanations of altruism or of different rates of warfare).
5. You will be able to describe and explain the mechanisms of socialization and will be able to show how these mechanisms contribute to the development of a sense of self among children as well as to the acquisition of new roles by adults.
6. You will be able to describe and explain several theories of deviance (such as control theory, strain theory, and labeling theory) and be able to explain the current research evidence relevant to each of them.
7. You will be able to describe social inequality (along the dimensions of class, ethnic group, or gender) both contemporary and historical, and also able to explain the sociological theories which account for this inequality.
8. You will be able to apply sociological concepts and theories to the description and analysis of several major social institutions such as the family, religion, or politics and the state.
9. You will be able to explain two major theories of population change and modernization.

Grading:

There will be two examinations in this course. One will be given at mid-term (probably during the 9th week) and the other will be given on the scheduled final exam day for this class (8 o'clock class: Thursday, May 21, 0845-1045 ; 9:45 class: Thursday, May 21, 1100-1300). The examinations will contain both objective and longer essay questions. The two examinations, together, will be worth 50% of your course grade. If, for any reason, you are unable to take the midterm exam on the scheduled day, it can be made up on Tuesday, May 12, during the regular class period.

Also, in this course you will use the computer to examine recent sociological data. You will go beyond reading about sociology to actually doing some sociological research yourself. You will do a set of exercises in which you will learn to use the computer to analyze these data. This will be designed to show how sociologists state propositions and how some of them test those propositions. These exercises are scheduled on this syllabus; they must be turned in on or before the class period when they are due. While no credit will be given for late work, your lowest two exercise grades will be dropped. The remaining exercises, together, will be worth 15% of your course grade.

Finally, you will write a set of five short papers (maximum of two pages, typed, double-spaced, for the sum of the papers, a minimum of 2,000 words) in which you will test a set of propositions with the data which are available to us on the computer. Each of these papers should follow the same basic form. That is, you should state the proposition you are investigating, discuss why a sensible person might find the proposition plausible (you should cite evidence from your reading), clearly describe the data which you are using to test the proposition (this will require you to print at least one table which you must append to the paper), indicate whether the data confirm or do not confirm the proposition you started with (where it is appropriate, you should include a discussion of the statistical significance of your results), and, finally, discuss what conclusions you can draw about the proposition on the basis of the evidence that you have shown. Your papers will be graded on the basis of their appropriateness (have you chosen the right evidence and presented it properly?), their accuracy and completeness (is it apparent that you understand the proposition and the meaning of the evidence; considering the space limitation, is your discussion thorough?), and their clarity (is each paper logically organized and clearly written?). Each paper must be turned in during or before the class meeting when it is due, stapled on top of the exercise which it accompanies. No credit will be given for late papers, although the paper with the lowest grade will automatically be dropped. The remaining papers, together, will be worth 35% of your grade.

If you have a disability, it is your responsibility to identify yourself to the university so that reasonable accommodations can be made.

The propositions which you will investigate in these papers are:

1. Children of immigrants will be more likely than the native-born to believe that husbands should be the achievers outside the home and wives should stay home to take care of their families. This will accompany exercise 3 (due Feb. 10).
2. The rate of violent crime in a state will be positively and significantly related to the "southernness" of the state. This will accompany exercise 4 (due Feb. 24).
3. Catholics will be more likely than people with other religions (or no religion) to report that they disapprove of making abortions legal for unmarried women who do not want to marry the father. Please also test the possibility that this will be more clearly true among older people (over 50) than among people younger than 50. This will accompany exercise 5 (due March 3).
4. State and test a proposition (using at least three variables from control theory and/or structural strain theory) to explain why some states have higher property crime rates than others. This will accompany exercise 18 (due March 17).
5. Increased years of education pay off in higher family incomes for whites, but not for blacks in the United States. This will accompany exercise 10 (due April 21).

Note: the University's policies regarding plagiarism and cheating are strictly followed in this course. A definition of plagiarism and other forms of cheating can be found in the University's General Catalog.

Grading Scale:

- A = 90%-100%
- B = 80%- 89%
- C = 60%- 79%
- D = 50%- 59%
- F = 0%- 49%

Required Texts:

Rodney Stark, Sociology, Wadsworth, 1998 (seventh edition).
_____. Doing Sociology (exercises to accompany
Stark's Sociology).

Reading Schedule:

- Week 1 The general perspective of sociology. Read: Stark,
Ch. 1. Exercises 1 and 2 due Tuesday, Feb. 3.
- Weeks 2 and 3. Useful concepts. Read Stark, Ch. 2. Exercise 3 and paper due
Tuesday, Feb.10.
- Week 4 and 5 Basic theoretical approaches and methods in sociology. Read:
Stark, Chapters 3,4. Exercise 4 and paper due
Tuesday, Feb. 24.
- Week 6 Biology and socialization as influences on behavior. The special
case of sex role socialization. Read: Stark, Chs 5 and 6. Exercise
5 and paper due Tuesday, March 3.
- Week 7 Review. Midterm examination Thursday, March 12.
- Week 8. Deviance. Read: Stark, Chapter 7. Exercise 18 and paper due
Tuesday, March 17.
- Week 9 Social Control. Read: Stark, Ch. 8. Ex. 6 and 7 due March 24.
- Week 10 Social inequality and the American dream. Part 1, Class and Status Read: Stark,
Chapter 9.
- Spring Break April 6-10
- Week 11 Class and Status, continued. Read Stark, Ch. 10. Exercises 8 and
9 due Tuesday, April 14.
- Weeks 12, Social inequality and the American dream. Part 2, Race and
Ethnicity. Read Stark, Chapter 11. Exercise 10
and paper due April 21.
- Weeks 13,14 Social institutions and social change. Stark, Chapters 13, 16, and 18.

Final Examination