Proposal for a New Course

NOTE: (1) All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.
NOTE: (2) If the new course is to be accepted as fulfilling General Education requirements, a separate approval must be done through the General Education Committee.

Contact person John Newell  Email address newellj@cofc.edu  Phone 7154

1. Department: Honors College

2. Course number and title: HONS 167: Introduction to Sociology
   Number of Credits: 3  Total hrs/week: 3

   Lecture: ☐  Lab:  ☐  Recitation: ☐  Seminar: ☑

   For Independent study courses:
   Research: ☐  Field experience: ☐
   Clinical Practice: ☐  Internship: ☐
   Practicum: ☐  Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Fall 2011

4. Catalog Description (please limit to 50 words):
   Have you ever wondered why people behave the way they do? In this class you will gain a scientific understanding of the social world by observing human behavior, including culture, socialization, social inequality, and more, through the window of the sociological perspective - the deeper understanding of how society affects you and how you affect society.

5. CIP Code: 45.1101  (This code must be determined for new courses. The codes can be found at http://nces.ed.gov/ipeds/cipcode/. If you are not sure what code to use, please consult with the Institutional Research).

6. Check if appropriate: ☐
   This course will be cross listed with: N/A
   Rationale for cross listing: N/A
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.
   The Sociology program offers several section of Introduction to Sociology but this
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new course will be designated specifically for students in the Honors College. A student may not receive credit for both this courses and SOCY 101...

b) Please explain overlap with any existing courses.
NA

8. Prerequisites (or other restrictions):
None

9. Rationale/justification for course (consider the following issues):

a) What are the goals and objectives of the course?
This course will expand the intro-level course offerings in the social sciences for students in the Honors College. The Honors section of Introduction to Sociology contributes to that mission. The Honors section of Introduction to Sociology is run like a seminar whereas our regular sections of SOCY 101 are primarily lecture classes that are occasionnally broken up for small discussion groups or active learning assignments. The Honors seminar puts more responsibility on the students to dissect, interpret and analyze assigned readings and to engage in critical analysis and activities that apply the sociological ideas presented in the readings.

The Honors section of Introduction to Sociology also differs from the regular section by carrying a heavier reading load. The Honors students will be asked to read 2-3 works of sociological non-fiction that are not required of students in SOCY 101. These books are either classics in the discipline (e.g., Ain't No Makin' It) or contemporary best sellers (e.g., Outliers and The Tipping Point by Malcolm Gladwell). These additional readings focus on contemporary issues and the discussion, assignments and activities surrounding these books challenges students to apply sociological ideas and consider policies, legislation and/or programs that may address the social problems (e.g., poverty and inequality) delineated in the texts. While this is also a goal in our regular introductory classes, the small class size and seminar format of the Honors class will engage students at a deeper level and provide them with a more in-depth understanding of Sociology.

b) How does the course support the mission statement of the department and the organizing principles of the major?
The Honors College is committed to providing a well-rounded educational experience to students in a student-centered classroom.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
NA
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b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
While primarily based on sociological research and ideas, Introduction to Sociology includes references to and discussion of research from psychology and political science.

11. Method of teaching:
Seminar format with some lecture. Classes will largely be devoted to facilitating discussion among students, giving them the opportunity to reflect upon the readings and think critically about the social world.

12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
None.

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
None.

c) Frequency of offering:
each fall: ☒ each spring: ☐
every two years: ☐ every three years: ☐
other ☐ (Explain):

13. Requirements for additional resources made necessary by this course:

a) Staff:
None.

b) Budget:
None.

c) Library:
None.

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☐ yes ☒ no

b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
NA

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

HONS 392

This form was approved by FCC on 8/17/2010 and replaces all others.  p. 3
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Honors Sociology
Spring 2010
Instructor: Dr. Tracy Burkett
Office: 88 Wentworth St., Rm. 302
Office Hours: Tuesday 9-10:30, 3:00-4:00; Thursday 9-10:30, and by appointment
Phone: 953-7143
E-mail: burkettt@cofc.edu
Mailbox: 19 St. Philip St.

Course Description and Objectives
This course covers the fundamental concepts and principles of sociology, including culture, socialization, interaction, forms of stratification, population, social structures, and social change. Upon successful completion of this course, the student will be able to:
- C describe the fundamental goals of sociology as a science and explain the application of the "scientific method" in the study of structural and institutional forces which shape the values and influence the behavior of individuals.
- C apply major sociological theories in the analysis of social issues and phenomena.
- C understand the concept of social structure.
- C describe the major social institutions and explain their impact on social and individual behavior.
- C understand the dynamic forces leading to social change and the impact of social change on individual behavior.
- C demonstrate an understanding of the sociological imagination.
- C display critical thinking skills in the analysis of social life.
- C apply the sociological imagination through written social analysis.

Required Reading:
Mapping the Social Landscape, 5th Edition—Susan Ferguson
Ain’t No Makin It—Jay McLeod
Unequal Childhoods—Annette Lareau
Outliers—Malcolm Gladwell

Additional readings are posted on WebCT

Grading

Your course grade will be based on the average of exams, blog posts, and reaction papers.
Exams – 60 percent
You will take a midterm and a final exam. These count as 60 percent (30 each) of your course grade. The exams will consist of short answer and essay questions.
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Blogs --25 percent
You will create a blog for this class. Over the course of the semester you will write and post ten blog entries critically examining the issues and concepts we have discussed in class and covered in readings. Please consult the blog handout for blog criteria and grading rubric. Each blog post is worth up to ten points.

Reaction Papers-- 15 Percent
In addition to being responsible for the books on exams, you will also write a short 2-3 page reaction to the McLeod, Gladwell and Lareau books. Each reaction paper is worth 5% of your course grade and is due the day of the class discussion. Please consult the reaction paper handout for the reaction paper criteria and grading rubric.

Grading Scale
A 93 -100%
A- 90-92%
B+ 88-89%
B 83-87 %
B- 80-82
C+ 78-79%
C 73-77
C - 70-72
D+ 68-69%
D 63-67
D- 60-61%
F 59% and below

Calculating Your Grade
Use the following formula to calculate your grade:
Component Grade Multiply By
Midterm _______ .30 = _______
Final _______ .30 = _______
Blog Average _______ .25 = _______
Reaction Paper 1 _______ .05 = _______
Reaction Paper 2 _______ .05 = _______
Reaction Paper 3 _______ .05 = _______

Insert the grade you earn on each assignment in the column on the left. Multiply this number by the weight in the middle column. Add the numbers in the column on the right to calculate your course grade.

Class Policies

Civility
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This is a course which should generate much discussion. As we come from diverse backgrounds, there will be times that we will disagree with one another. While debate should be interesting and enhance the learning environment, students are required to demonstrate courtesy and civility toward their classmates and their professor.

Electronic Devices
Please turn off cell phones and other noisy electronic devices before entering class.

Make-up Tests

If you miss an exam, you must notify me within 48 hours of your desire to take a make-up version of the exam. You must present a valid excuse from the Dean of Undergraduate Studies in order to take the make-up. I strongly advise that you make every attempt to take exams at their regularly scheduled times as make-up exams tend to be more difficult.

Attendance

Students are responsible for all assignments and lecture materials whether they are present or not.

Special Needs

If you have special needs, please notify me within the first week of classes.

Honor Code

I take the College of Charleston Honor Code and Code of Conduct quite seriously. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. The Code of Conduct states that as members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. For more information, please visit the College of Charleston student web page: www.cofc.edu/studentaffairs/HonorBoard.htm.

Tentative Schedule*

Readings marked with a number are from the Ferguson Reader. Readings are due the day they appear on the schedule.

Week Tuesday Thursday
Week 1
(Jan. 12, 14)
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First Day: Syllabus and Introductions
Topic: The Sociological Perspective
Topic: The Sociological Perspective
Read: Mills (1); Edin and Kefalas (2)

Week 2
(Jan. 19, 21)
Topic: Theory and Research Methods
Read: Schwalbe (4) Zimbardo (5)
*Blog 1 Due*
Topic: Social Research
Read: Freese, Powell, & Steelman (WebCT)

Week 3
(Jan. 26, 28)
Topic: Culture
Read: Miner (WebCT)
Glassner (7)
*Blog 2 Due*
Topic: Culture
Read: Velliquette and Murray (8)

Week 4
(Feb 2, 4)
Topic: Socialization
Read: Granfield (12)
Lewis (13)
*Blog 3 Due*
Topic: Socialization
Read: Dyer (14)

Week 5
(Feb 9, 11)
Topic: Aint No Makin It
Reaction Paper Due
Topic: Social Structures
Read: Adler and Adler (15)

Week 6
(Feb. 16, 18)
Topic: Social Structure
Read: Williams (17) Colvin (18)
*Blog 4 Due*
Social Structure and Networks
Read: Gladwell (WEBCT)

Week 7
(Feb 23, 25)
Midterm Exam Topic: Deviance
Read: Dentler and Erikson (WebCT)
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Week 8  
(Mar 2,4)  
Topic: Deviance  
Read: Boswell and Spade (22)  
Rosenhan (209)  
*Blog 5 Due*  
Topic: Stratification  
Read: Davis and Moore (23)  
Shapiro (25)  
Week 9  
(Mar. 16, 18)  
Topic: Stratification  
Read: Ehrenreich (26)  
*Blog 6 Due*  
Topic: Outliers  
Reaction Paper Due  
Week 10  
(Mar. 23, 25)  
Topic: Gender  
Read: Risman (27)  
Lorber (11)  
*Blog 7 Due*  
Topic: Gender  
Read: Crittenden (54)  
Week 11  
(Mar. 30, Apr. 1)  
Topic: Race and Ethnicity  
Read: McIntosh (WebCT)  
Bonilla-Silva (31)  
*Blog 8 Due*  
Topic: Race and Ethnicity  
Read: Lee, Beane and Sloane (32)  
Week 12  
(Apr. 6, 8)  
Topic: Family  
Read: Cherlin (53)  
Hochscild (43)  
*Blog 9 Due*  
Topic: Mass Media  
Read: Gitlin (38)  
Mantsios (39)  
Week 13  
(Apr. 13, 15)  
Topic: Education  
Read: Kozol (51)
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*B Blog 10 Due*
Topic: Education
Week 14
(Apr. 20, 22)
Unequal Childhoods
Reaction Paper Due
Topic: Social Change
Read: Johnson (60)
Exam Saturday, May 1 8-11 a.m.
* This is subject to change. Please check WebCT.
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16. Signature of Department Chair or Program Director:

______________________________________________________________

Date: ________________________

17. Signature of Dean of School:

______________________________________________________________

Date: ________________________

18. Signature of Provost:

______________________________________________________________

Date: ________________________

19. Signature of Curriculum Committee Chair

______________________________________________________________

Date: ________________________

20. Signature of Faculty Senate Secretary:

______________________________________________________________

Date Approved by Senate: ________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.