Request Form for General Education Certification:
Social Science Requirement: (Except FYSM, please include a syllabus)
Faculty Member(s): Taught by several roster faculty.
Course Number: HONS 167
Course Name: Introduction to Sociology
Department of faculty member(s): Sociology and Anthropology
Course Description: 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.

I. Explain how the proposed course satisfies each of the following Approval Criteria for Social Science:
   1. Have as its primary purpose to provide explanations for human behavior, social interaction, and/or social institutions.
      Students in this course will gain knowledge of sociology, the scientific study of social interaction. Students will learn the sociological imagination which analyzes human behavior as an outcome of the complex relationship between social forces and personal experience.

   2. By providing a survey of a particular social science discipline or by demonstrating ways in which the (more narrowly focused) material being covered in the course connects to other areas in the social sciences more generally, a course must:
      a. Expose students to empirical evidence and the varieties of social scientific methods of inquiry.
         Students learn about the scientific method and receive a general introduction to the range of social science research methods that sociologists use to analyze society, culture and social interaction. Students also learn the three major theoretical orientations in sociology and how they relate to the different methods used to study society.

      b. Examine the impact the social sciences have on society.
         HONS 167 offers students the opportunity to consider ethical issues surround classic and contemporary research projects so as to identify the potential for positive and negative consequences of social science research. In addition, students will study the applied/practical value of social science research in addressing contemporary social issues such as inequality, crime and education.
Please provide an example of a signature assignment that the proposed course would use to enable assessment of the social science learning outcome, using the evidence and grading rubric for the respective outcome

**SEE SIGNATURE ASSIGNMENT ON NEXT PAGE.**

**Outcome 1:** Students can apply social science concepts, models or theories to explain human behavior, social interactions or social institutions. (List Outcome 1 on syllabus.)

**Evidence:** Written assignment or essay on exam (embedded assignment). Students must use a disciplinary social science concept(s), model(s) or theory(ies) to explain a hypothetical or case study example of human behavior or social life. Students must first provide a synopsis of the theory, model or concept, and then explain how these describe, provide an interpretation of, or predict human behavior, social interactions or social institutions. (Written assignment or essay on exam (embedded assignment)).

**Standard** At least 80% of students score 3 or 4 on each dimension of rubric.

**Rubric for SLO 1**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Does not meet expectations 1</th>
<th>Approaches expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify or justify relevant theories/models/concepts</td>
<td>Unable to identify or justify</td>
<td>Incomplete identification or justification, lacks specificity, minor inaccuracies</td>
<td>Accurately summarizes at least one relevant concept, model or theory. Offers some insights</td>
<td>Accurately identifies or justifies core concept(s)/model(s)/theory(ies) and synthesizes other relevant concept(s)/model(s)/theory(ies)</td>
</tr>
<tr>
<td>Describe relevant theories/models/concepts</td>
<td>Inaccurate or absence of description provided</td>
<td>Satisfactory understanding, but lacked detail, specificity and accuracy</td>
<td>Accurate, complete description</td>
<td>Clear, coherent, sophisticated, multi-faceted description that demonstrates insight and/or mastery of material</td>
</tr>
<tr>
<td>Apply relevant theories/models/concepts</td>
<td>Incorrect or no application, failure to distinguish between fact and opinion</td>
<td>Inconsistently applies theories, models and/or concepts</td>
<td>Some connections between theory/models/concepts but little depth of analysis</td>
<td>Multiple logical connections, original analysis, subtlety of thought</td>
</tr>
</tbody>
</table>
HONS 167: Introduction to Sociology
Signature Assignment

Please read the scenario below and answer the question that follows. Your answer should be 4-5 paragraphs in length, using complete sentences.

T.J. is a young man living in a poor, gang-ridden neighborhood with a high crime rate. He recently decided to drop out of his inner-city high school (which reports a 50% drop out rate overall) because he was always bored in class and frequently got into trouble. He is only able to find legal work sporadically (as a bagger at a small city grocery store) and the legal jobs available to him do not pay much or offer any health benefits.

Many of T.J.’s friends are in a neighborhood gang, The S-Dogs. This gang’s members sell drugs and engage in other crimes (robbery and theft) to make money. Feeling he has few other options, T.J. joins the gang. His initiation ritual requires him to rob somebody. He successfully does so and, because of the way he accomplished it, he receives significant praise from his fellow gang members. Through his initiation and subsequent robberies, he learns there is something that he actually can do well—rob people and steal their belongings.

The community is exerting significant pressure on the mayor, the city council and the business community to get rid of the gangs. In response, police officers are going undercover to apprehend gang members engaged in robbery and drug sales. Last night, T.J. tried to rob an elderly women who happened to be an undercover police officer in disguise. T.J. was arrested and faces up to 10 years in prison.

Now, use this story of T.J.’s life to illustrate how the structural strain theory, labeling theory and conflict theory would differently explain his situation. In doing so, please first provide a synopsis of each of the three theories. Then, explain how each theory describes or predicts T.J.’s decisions, the interactions he has with gang members and/or social institutions within his community.
Instructor: Dr. Tracy Burkett  
Office: 88 Wentworth St., Rm. 302  
Office Hours: T/R 10:00-11:30 and by appointment  
Phone: 953-7143  
E-mail: burkettt@cofc.edu  
Mailbox: 19St.PhilipSt.  

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:  

- 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.  
- apply major sociological theories in the analysis of social issues and phenomena.  
- understand the concept of social structure.  
- describe the major social institutions and explain their impact on social and individual behavior.  
- understand the dynamic forces leading to social change and the impact of social change on individual behavior.  
- demonstrate an understanding of the sociological imagination.  
- display critical thinking skills in the analysis of social life.  
- apply the sociological imagination through written social analysis.  

Social Science General Education Requirement: HONS 167 is one of the approved courses that will satisfy 3 of the 6 credits of social science that you are required to complete for the General Education curriculum.  

Learning Outcome for the Social Sciences in the General Education Curriculum:  
Students can apply social science concepts, models or theories to explain human behavior, social interactions or social institutions.  

How and When this Learning Outcome will be Assessed: On the final exam, you will be asked to complete an essay question that challenges you to demonstrate your ability to apply a sociological concept or theory to better understand some kind of human behavior, social interaction and/or social institution.  

Required Reading:  
Nickel and Dimed- Barbara Ehrenreich  
Unequal Childhoods- Annette Lareau  
Outliers- Malcolm Gladwell  
Sociology Matters- Schaefer  
Additional readings will be posted on Oaks
Grading

Your course grade will be based on exams, PowerPoint assignments, and reaction papers.

Exams – 50 percent
You will take a midterm and a final exam. These count as 50 percent (25 each) of your course grade. The exams will consist of short answer and essay questions.

Assignments – 20 percent
You will complete two PowerPoint assignments, a sociological autobiography and a visual sociology photo essay on a topic of your choice. Rubrics will be provided.

Reaction Papers – 30 Percent
In addition to being responsible for the books on exams, you will also write a short 3-4 page reaction to the Ehrenreich, Gladwell and Lareau books. Each reaction paper is worth 10% 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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Grade</th>
<th>MultiplyBy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>_______</td>
<td>.25 = _____</td>
</tr>
<tr>
<td>Final</td>
<td>_______</td>
<td>.25 = _____</td>
</tr>
<tr>
<td>PP Assignment 1</td>
<td>1</td>
<td>.10 = _____</td>
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<tr>
<td>PP Assignment 2</td>
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<tr>
<td>Reaction Paper 1</td>
<td>1</td>
<td>.10 = _____</td>
</tr>
<tr>
<td>Reaction Paper 2</td>
<td>2</td>
<td>.10 = _____</td>
</tr>
<tr>
<td>Reaction Paper 3</td>
<td>_______</td>
<td>.10 = _____</td>
</tr>
</tbody>
</table>
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
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. Texting during class is disrespectful and rude.

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. 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.

Late Assignments
Late assignments will receive a grade penalty of 5 percent per day.

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.