CBM003 ADD/CHANGE FORM

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

1. Department: SOC  College: CLASS
2. Faculty Contact Person: S Lee  Telephone: 3-3954  Email: s lee3@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 SOCIOL
   - SCH: 3.00  Level: FR  CIP Code: 45.1101.00 01  Lect Hrs: 3  Lab Hrs: 
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:  

Print/Type Name: Dr. Sarah Fishman

- Created on 9/9/2012 5:13:00 AM -
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
- American History
- Government/Political
- Science
- Language, Philosophy, & Culture
- Creative Arts
- Life & Physical Sciences
- Social & Behavioral Science
- Component Area Option

v.5/10/12
Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

- Critical Thinking
- Communication Skills
- Empirical & Quantitative Skills
- Social Responsibility
- 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, indicate 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.

v.5/10/12
Will the syllabus vary across multiple sections of the course? □ Yes    X 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: ___________________________
COURSE SYLLABUS

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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

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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.

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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.)


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

## COURSE SYLLABUS


### List of discussion/lecture topics

| Week 1 | Overview of course content, assignments, & expectations
| Jan 17 Introduction | What is Sociology? And what do Sociologists Do?
| | Romero, Mary. "Intersection of Biography and History: My Intellectual Journey," in MSL, pp. 19-33


| Feb 2 Classical Theories of Sociology in a New Era | De Beauvois, Simone. "Woman as Other," in Lemert (O.L.), pp. 345-347

| | Haunani-Kay, Trask. "Lovely Hula Hands: Corporate Tourism and the Prostitution of..."
# COURSE SYLLABUS

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  
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  
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  
1st Draft of Research Project Due  
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 | Ain’t No Makin’ It, Chap. 1-3  
Mar 22 | Ain’t No Makin’ It, Chap. 4  
Week 11 | Mar 27 | Ain’t No Makin’ It, Chap. 5  
Mar 29 | Ain’t No Makin’ It, Chap. 6  
2nd Draft of Research Project Due  
Week 12 | Apr 3 | Ain’t No Makin’ It, Chap. 7  
Apr 5 | Ain’t No Makin’ It, Chap. 9  
Week 13 | Apr 10 | Ain’t No Makin’ It, Chap. 10
## COURSE SYLLABUS

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