PART I -- Course Information

Course Type
☒ Existing/Restructured
☐ New Course Proposed Fall 2013

If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes ☐ No

Course Prefix & Number: SOCI1301

Texas Common Course Number (TCCN Matrix): SOCI1301

Course Title: Principles of Sociology

Course Catalog Description (Copy and paste from online catalog for existing courses):
SOCI 1301 Principles of Sociology.
Introduction to the discipline with a focus on concepts and principles used in the study of group life, social institutions and social processes. This course is a prerequisite to many other courses taught in the department. It is required of all Sociology majors and minors. Credit 3.

Course Prerequisites: none

Available Online?
☒ Yes, currently developed in online delivery mode
☐ Anticipated development in online delivery mode (Semester, Year:    )
☐ No

Number of Sections to be Offered per Academic Year: 18

Estimated Enrollment per Section: 75

Course Level (freshman, sophomore): Freshman

Designated Contact Person (for follow-up communication purposes): Douglas H. Constance

E-Mail Address: soc_dhc@shsu.edu

Phone: 936-294-1514

Approvals

Department Chair: [Signature] 10-22-12

Academic Dean: [Signature] 10/22/12

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Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
PART II – THECB Foundational Component Areas

See Appendix for full description of each component area.

Select Component Area: VIII. Social and Behavioral Sciences

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area:

Principles of Sociology introduces students to the scientific study of society through the use of sociological theories and scientific methods. The course is designed to enhance the understanding of how human behavior and interactions among individuals, groups, and institutions create the structures and functions that organize and impact different cultures and societies. Sociological investigation centers of the critical evaluation of social phenomenon through the application of alternative theories and methods to gain an enhanced understanding of the strengths and weaknesses of different scientific research strategies. Through the use of empirical and quantitative skills, students learn to critically analyze common sense and scientific propositions, develop reasoned conclusions from the analysis, and communicate the conclusions in a scientific format in oral and written form. The application of the scientific method to investigate the norms and values of different cultures and sub-cultures enhances students' intercultural competence and enhances their understanding of the their individual position within the larger regional, national, and global communities.

PART III – Course Objectives & Student Learning Outcomes (SLO)

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

Objective/SLO 1: Students completing this course will be able to perform minimal operations related to the empirical/scientific method that contribute to the understanding of what makes us human.

How will the objective be addressed (including strategies and techniques)?

Early in the semester the theoretical perspectives (functionalist, conflict, and symbolic interactionism) and research methods (quantitative and qualitative) related to sociology will be introduced (see attached syllabus). Regarding research methods, using examples from the textbook and student culture, students learn the concepts of independent variable, dependent variables, hypothesis, and causal relationship through the use of class participation exercises. For example, to illustrate quantitative methods students develop a research question regarding a popular culture topic, identify the independent and dependent variables, and develop a hypothesis. An inclass survey of the students is conducted divided by gender to illustrate the impact of the independent variable (gender) on the dependent variable (attitudes regarding...
social issues). Numbers of men and women who agree and disagree to the statement of hypothesis are visually represented to the students so they can see and understand the scientific pattern of responses. Regarding sociological theories, using examples from the textbook and student culture, students evaluate the utility of the three major sociological theories to interpret social phenomenon through the use of class participation exercises. For example, students analyze the institution of sports from a structural functionalist view (provide jobs, entertainment, teaches teamwork), conflict view (cheating in sports, organized crime/gambling), or symbolic interactionist view (drama of sports: the thrill of victory and the agony of defeat).

Describe how the objective will be assessed:

A standardized evaluation that addresses Student Learning Objective 1 and includes questions regarding sociological theory and methods will be administered in each section during the second half of the semester. The evaluation will be developed by the department and the same evaluation tool will be administered in all sections of the class. A continuous level of performance will be tracked from semester to semester to determine how well the students are mastering the concepts linked to the requirements.

Objective/SLO 2: Students completing this course will be able to explore behaviors and interactions among individuals, groups, institutions, and events.

How will the objective be addressed (including strategies and techniques)?

Early in the semester the concepts of the Sociological Imagination and Sociological Perspective are introduced and explained to illustrate to students the link between their individual biographies and social structures such as groups and institutions. Through in class exercises, students learn the differences between personal issues (e.g., concern about weight) and societal problems (e.g., eating disorders in young women). During the social stratification sections of the class, students learn to identify and interpret differences in individual and group behaviors based on social group references: gender, class, age, race/ethnicity. Expanding on the example provided above in Objective 1, through class exercises that survey students' attitudes regarding current social phenomenon, students learn how scientific investigation can be used to objectively identify patterns in beliefs and values that vary by group membership. For example, topics such as "premarital sex", "underage drinking", "capital punishment", and "gay marriage" are all useful topics to investigate differences between male and female students' attitudes. Information in the text that provides opportunities for global comparisons is activated through in class exercises that facilitate students' understanding of how the groups people belong to influence strongly what they believe.

Describe how the objective will be assessed:

In the second half of the semester a standardized evaluation that addresses Student Learning Objective 2 and includes questions that cover behaviors and interactions among individuals, groups, institutions and events will be administered in each section of the class. The evaluation will be developed by the department and the same evaluation will be administered in all sections of the class. A continuous level of performance will be tracked from semester to semester to determine how well the students are mastering the concepts linked to the requirements.

Objective/SLO 3: Students completing this course will be able to examine the impact of these behaviors and interactions on individuals, society, and culture.
How will the objective be addressed (including strategies and techniques)?

Focusing on how culture and society influence the behavior of individuals, in class exercises based on student selfsurvey encourages students' understanding of how group membership impacts individual attitudes and behavior. This technique is continued throughout the semester as the topic of study progresses to social groups (class, race, ethnicity, gender, and age) and institutions (marriage, family, religion, education, politics, economy). In the sections on social stratification students learn to recognize and analyze the inequality dimensions regarding class, gender, sexual preference, age, and race/ethnicity. In the class sections that cover the institutions students learn to identify and critically evaluate the patterns and uneven impacts of group advantage and disadvantage in society. The sections on social change and social movements expose the students to the strategies that social groups have used to gain their human rights and social justice in the face of the perceived negative impacts of prejudice and discrimination. Information in the text that provides opportunities for global comparisons is activated through in class exercises that facilitate students' understanding of how the groups people belong to influence strongly what they believe.

Describe how the objective will be assessed:

Student Learning Objective 3 will be assessed through a standardized evaluation tool that includes questions that examine the impact of human behaviors and interactions on individuals, society, and culture. The evaluation will be developed by the department and the same evaluation will be administered in all sections of the class. The assessment will be administered in each section of the class during the second half of the semester. A continuous level of performance will be tracked from semester to semester to determine how well the students are mastering the concepts linked to the requirements.

Objective/SLO 4: n/a

How will the objective be addressed (including strategies and techniques)?

Describe how the objective will be assessed:
PART IV – THECB Skill Objectives

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s). Address ALL skill objectives associated with the selected Component Area. (See Appendix)

1. **Critical Thinking Skills**: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including specific strategies, activities, and techniques)?

Critical thinking skills are developed through the introduction and application of the scientific method early in the semester and repeated throughout the semester to increase the level of sophistication of scientific inquiry. The process begins with the introduction of scientific methods (quantitative and qualitative) and sociological theories (structural functionalism, conflict, and symbolic interactionism). These two methods and three theories then provide a system of alternative investigation and interpretation that can be applied to any social phenomenon. Through in class exercises, students learn to apply different theories and methods to the same data (social phenomenon) to gain an enhanced understanding of difference between common sense assumptions about human society and facts based on scientific evidence. Introduction level textbooks follow this pattern through all the substantive areas of inquiry whereby the three theories and two methods are applied to social events to illustrate the fallacies of common sense interpretations as well as the strengths and weaknesses of alternative research approaches. These exercises contribute to the development of a synthetic approach to sociological inquiry and the better understanding of human societies.

2. **Communication Skills**: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including specific strategies, activities, and techniques)?

Students are introduced to and learn to develop their communication skills through a variety of venues. Regular class discussion and exercises are implemented to verbally summarize and scientifically report the written material from the readings in the text and other sources. For quantitative applications, the visual display of tables is presented to illustrate patterns in the data and possible significance of relationships between variables. Students are also encouraged to critically evaluate each others' interpretations of social phenomenon and develop their own oral responses to stated positions as groups and individuals. For example, in one activity the class is divided into three groups and each group has to work together to develop an interpretation of a visually presented data source (e.g., YouTube video) using one of the three
sociological theoretical paradigms. After each of the three presentations, the entire class orally analyzes and critiques the group assessments. Students are encouraged and instructed to focus on the use of scientific instead of layman language in these exercises. Additionally, short in-class essay exercises and/or short essays on exams and quizzes follow the same approach to develop written communication skills to scientifically analyze alternative perspectives of social events. For example, after exposure to a video on competing views of proper gender roles in society, students are asked to write a short report on the gender division of labor in their families and write an essay (on exam, quiz, or extra credit) to interpret those data from alternative perspectives. These exercises combine critical thinking and communication skills.

3. **Empirical and Quantitative Skills**: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including specific strategies, activities, and techniques)?

Students are introduced to research methods early in the course (usually the second chapter). Through in-class exercises complemented by examples from the text, students learn how to develop a research question, to understand the difference between independent and dependent variable, how to construct a hypothesis, and how to interpret the research results. Using the example of men and women students' attitudes toward capital punishment, in a class exercise students learn to identify which variable is independent and dependent, develop a hypothesis as to whether one group will be more supportive, gather the data through an in-class survey based on gender support for or against capital punishment, display the numerical results visually (a two by two crosstabs table), and interpret the results to determine whether the hypothesis is accepted or rejected. This model of examples from the text complemented by class exercises is utilized throughout the semester to analyze issues of inequality (class, gender, race/ethnicity, sexual preference and age) and the social institutions (family, education, religion, government, economy, health, etc.). For example, during the discussion of class inequality, the independent variables "class" (operationalized though the use of "family income") is applied. Similarly, during the section on race and ethnicity students learn through class exercises how people of different racial and ethnic backgrounds view social phenomenon differently.

4. **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will the skill be addressed (including specific strategies, activities, and techniques)?

n/a
5. **Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including specific strategies, activities, and techniques)?

n/a

6. **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including specific strategies, activities, and techniques)?

Social responsibility is a key aspect of the discipline of sociology in general and the Principles of Sociology class in particular. All of the introductory sociology texts now include a global focus with comparative examples of norms, values, and culture. The concept of ethnocentrism (the belief that your culture is best/right) and cultural relativism (the belief that cultures should be evaluated within their particular normative frameworks) are introduced early in the class (usually the third week on Culture) to enable students to learn the importance of multiculturalism and social tolerance. Students learn that while they don't have to agree with the norms of other cultures, they should learn to understand why those norms apply in those cultures. Complementing the information in the text, in class exercises are utilized to illustrate different cultural norms. For example, the topic of foodways can be useful to discuss different cultural food norms within the US. Barbeque is beef brisket in Texas, pulled pork in the Carolinas, and all kinds of meat in Kansas City. Similarly, foodways is useful to illustrate the cultural differences among race and ethnic groups globally. For in one exercise the examples of social taboos on eating pork by Muslims and Jews and beef by Hindus are juxtaposed against horse flesh eating in France but not Texas. Another activity addresses the norms around marriage patterns: monogamous versus polygamous and how these norms evolved within specific cultural (read religious) contexts. During the social stratification sections of the class, students learn to apply the concepts of prejudice, discrimination, and stereotyping to interpret various stratification dimensions (classism, racism, ethnicism, sexism, and agism). For example, tables illustrating the proportions of men versus women that are CEOs are used to illustrate gender inequality and the concept of the glass ceiling. In a similar exercise, tables of men and women's level of participation in different occupations are shown and students are encouraged to use their critical thinking skills to interpret the data. These examples and exercises developed throughout the semester are incorporated into the presentation and discussion of social change and social movements that occurs at the end of the class. Through the critical analysis of various social movements for human rights (labor, civil, women's, environmental, GLBT), students learn the importance of civic responsibility to defend and expand human rights to all marginalized groups. For example, a video of participant testimonials from the various "Arab Spring" social movements in North Africa and the Middle East is used to interpret the interaction between cultural norms and human rights agendas regarding democracy, self determination, and gender equality.

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**PART V – SHSU Core Curriculum Committee Requirements**

1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>The Sociological Imagination and Sociological Perspective</th>
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<tbody>
<tr>
<td></td>
<td>This section introduces students to the contribution of Sociology to the social sciences and the link between social structure (history) and individual student’s lives (biography). Students learn to place their individual experiences within the larger trends in society based on their group memberships.</td>
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<thead>
<tr>
<th>Week 2</th>
<th>Sociological Theories and Methods</th>
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<tbody>
<tr>
<td></td>
<td>This section introduces students to the scientific method and the three major theoretical sociological paradigms and two research methodologies. Through in class exercises, students learn to use the scientific method to critically evaluate statements and social events.</td>
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<thead>
<tr>
<th>Week 3</th>
<th>Culture: Norms and Values</th>
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<tbody>
<tr>
<td></td>
<td>This section introduces students to the importance of culture (norms, values, beliefs) on human society, including differences among sub-cultures. Through in class exercises that illustrate material and non-material aspects of culture, students learn to identify and understand how the culture we belong to influences who we are and makes us human.</td>
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<thead>
<tr>
<th>Week 4</th>
<th>Socialization: How We Learn Our Culture</th>
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<tbody>
<tr>
<td></td>
<td>This section introduces students to the process of socialization (how we learn how culture) and the process how culture is created and re-created through daily interaction among individuals, groups, and institutions. Students learn to identify and understand the different agents of socialization and the impacts these agents have on individual, group, and societal development.</td>
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<tr>
<th>Week 5</th>
<th>Social Groups and Institutions</th>
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<td></td>
<td>This chapter introduces students to the concepts of primary/secondary groups, in/out group, and formal groups such as organizations and institutions. Students learn how group membership influences individual attitudes, including the role of bureaucracy in modern society.</td>
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<tr>
<th>Week 6</th>
<th>Social Deviance: Not Following the Rules</th>
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<td></td>
<td>This section introduces students to the theories of social deviance and patterns of social control, including the substantive area of criminology. Through in class exercises, students learn why people don’t follow the rules and the societal strategies to reduce social deviance.</td>
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<tr>
<th>Week 7</th>
<th>Social Inequality: Class, Race, Gender and Age</th>
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<tr>
<td></td>
<td>This section introduces students to the general concept of social stratification and inequality with a focus on alternative theoretical explanations of these patterns. Students learn the basic concepts of social stratification before moving on the specific substantive topics.</td>
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<tr>
<th>Week 8</th>
<th>Class Inequality</th>
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<td>This section focuses on the topic of income and wealth stratification in the United States and the world. Students employ alternative theoretical explanations regarding why stratification exists to analyzed economic inequality differences around the world. Students learn the historical trends in class stratification and the implications these trends have on social stability and quality of life.</td>
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<tr>
<th>Week 9</th>
<th>Race and Ethnic Inequality</th>
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<td></td>
<td>This section focuses on the particular aspects of racial and ethnic stratification, including the analytical concepts of prejudice, discrimination, and stereotyping. Students learn to interpret historical and present social phenomena using these concepts and to apply the three sociological paradigms to gender and race stratification.</td>
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<tr>
<th>Week 10</th>
<th>Gender and Age Inequality</th>
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<td></td>
<td>This section focuses on the topic of gender and age stratification, expanding the analytical concepts of prejudice, discrimination, and stereotyping to include social phenomenon such as the glass ceiling, pink collar jobs, and the second shift in the analysis of gender. Regarding age inequality, students learn global cultural differences in how older people are perceived and treated. Through...</td>
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</table>
in class exercises, students learn to apply these concepts to interpret historical and present social phenomena related to gender and age inequality.

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<tr>
<th>Week 11</th>
<th>Institutions: Family and Marriage</th>
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<tbody>
<tr>
<td></td>
<td>This section introduces students to the sociological investigation of the institutions of marriage and the family. Students learn the scientific terms used to analyze different kinds of families and the historical trends in the structures and functions of marriage and the family for both domestically and globally.</td>
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<tr>
<th>Week 12</th>
<th>Institutions: Education and Religion</th>
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<td></td>
<td>This section introduces the students to these two institutions and the functions they perform for society. Students learn to interpret these institutions from the three sociological paradigms and better understand the historical trends in the structures and functions of education and religion both domestically and globally.</td>
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<tr>
<th>Week 13</th>
<th>Institutions: Economy and Politics</th>
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<td>This section introduces students to the economic and political institutions. Students learn to critically analyze different forms of economic and political systems and understand changes in these institutions over time. Special attention is given the changes in the organization of work and voting rights.</td>
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<tr>
<th>Week 14</th>
<th>Science and the Environment</th>
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<tr>
<td></td>
<td>This section introduces students to the topic of the science and its relationship to the study of environmental issues. Students learn the historical development of the role of science in society and how to use science to investigate the effects of modernization and industrialization on the environment.</td>
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<tr>
<th>Week 15</th>
<th>Social Change and Social Movements</th>
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<td></td>
<td>This section introduces students to the topic of the social change and social movements as mechanisms for the development of human societies. Students learn the stages of human social change and the theories and processes for collective action and social movements in pursuit of human rights and societal development.</td>
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</table>

2. Attachments (Syllabus Required)

Syllabus Attached?  ☑ Yes  ☐ No

Other Attached?  ☐ Yes  ☑ No  If yes, specify:
Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

### Required Skill Objectives

<table>
<thead>
<tr>
<th>Foundational Component Areas</th>
<th>Critical Thinking</th>
<th>Communication</th>
<th>Empirical &amp; Quantitative</th>
<th>Team Work</th>
<th>Social Responsibility</th>
<th>Personal Responsibility</th>
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</thead>
<tbody>
<tr>
<td>Communication</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Mathematics</td>
<td>✓</td>
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<tr>
<td>Life and Physical Sciences</td>
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<tr>
<td>Language, Philosophy &amp; Culture</td>
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<tr>
<td>Creative Arts</td>
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<td>American History</td>
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<tr>
<td>Government/Political Science</td>
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<tr>
<td>Social and Behavioral Sciences</td>
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PRINCIPLES OF SOCIOLOGY
SOCI1301  3 CREDITS

Course Description: This is an introductory level class that provides a general overview of the discipline of sociology. The class begins with a historical summary of the development of sociology and then moves on to cover the substantive areas such as theory/methods, culture, socialization, social interaction, groups, and deviance. The middle section of the class deals with issues of inequality related to social class, race, ethnicity, and gender. The last portion of the class focuses on the societal institutions of marriage and the family, religion, education, politics and the economy, as well as population and social change. Credit: 3.

Course Objectives: Upon completion of this course, students will:
1) have a working knowledge of basic sociological concepts and principles.
2) be able to apply the scientific method to analyze social events.
3) have developed a “SOCIOLOGICAL IMAGINATION.”
4) be able to apply sociological concepts to their lives, social groups, and social events.
5) be able to think critically about their lives and social events within a global context.


Exams and Quizzes: There will be five quizzes and three exams during the semester for a total of 400 possible points. The three exams will be worth 100 points each and will cover the readings and the lectures. The exams will be true/false and multiple-guess. The five quizzes will be worth 25 points each and will also cover the readings and the lectures. The lowest quiz score will be dropped. The remaining four quizzes will be worth a maximum of 100 points. The quizzes will be true/false, fill in the blank, multiple guess, and short answer. Students may make-up missed exams if they notify the professor ahead of the exam date and provide documentation regarding his/her absence for the exam. Missed quizzes cannot be made-up.

Grading: Final grades will be based on total points in the class: 360-400=A; 320-359=B; 280-319=C; 240-279=D; 239 and below = F.

Attendance Policy: Students are expected to attend all classes and participate fully in class activities. A record of attendance will be maintained by the instructor. Punctual attendance is also expected of each student. Please be respectful and arrive to class on time. Students are expected to show appropriate cause for both absences and tardiness and are also expected to initiate action to satisfy all missed class work. Failure to do so will affect grades.

Instructor Evaluations: Students will be asked to complete a course/instructor evaluation form toward the end of the semester.

Academic Dishonesty: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty is any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. Cell phones observed during examinations will result in an immediate F for that exam. Academic dishonesty will not be tolerated. Students caught cheating will receive an F for that assignment.
with more severe sanctions as appropriate. For further information please see SHSU Academic Policy Statement 810213 and Student Syllabus Guidelines
http://www.shsu.edu/sacs/compliancereport/narratives/documents/3.4.5-SHSU-Syllabus-Guidelines.pdf

Americans with Disabilities Act: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities must register with the Office of Services for Students with Disabilities located in the Counseling Center and then arrange a conference with the instructor at the very beginning of the semester in order that accommodations can be made to assure that participation and achievement opportunities are not impaired. For further information see:
http://www.shsu.edu/sacs/compliancereport/narratives/documents/3.4.5-SHSU-Syllabus-Guidelines.pdf

Religious Holidays: The Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. “Religious Holy Day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20 of the Tax Code. Students should contact the instructor as soon as possible regarding any missed classes due to “Religious Holy Days”. For further information see:
http://www.shsu.edu/sacs/compliancereport/narratives/documents/3.4.5-SHSU-Syllabus-Guidelines.pdf

Classroom Rules of Conduct: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students shall arrive to class on time and be respectful to their other students. If a student needs to arrive to class late or leave class early the student will make the professor aware of these needs prior to class time. All cell phones, iPods, and beepers must be turned off and stowed away while in the classroom. Students who disrupt the class will be contacted by the professor to adjust their behaviors. In extreme cases students who cannot comply with these requirements can be removed and resigned from the class.

Visitors to the Classroom: Unannounced visitors to the class must present a current, official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor’s discretion whether or not the visitor is allowed to remain in the classroom.

COURSE OUTLINE

WEEK 1: Introduction to the Sociological Imagination
This section introduces students to the contribution of Sociology to the social sciences and the link between social structure (history) and individual student’s lives (biography). Students learn to place their individual experiences within the larger trends in society based on their group memberships.
WEEK 2: Theory and Methods
This section introduces students to the scientific method and the three major theoretical sociological paradigms and two research methodologies. Through in class exercises, students learn to use the scientific method to critically evaluate statements and social events.

WEEK 3: Culture: Material and Non-Material Quiz 1
This section introduces students to the importance of culture (norms, values, beliefs) on human society, including differences among sub-cultures. Through in class exercises that illustrate material and non-material aspects of culture, students learn to identify and understand how the culture we belong to influences who we are and makes us human.

WEEK 4: Socialization and the Construction of Reality
This section introduces students to the process of socialization (how we learn how culture) and the process how culture is created and re-created through daily interaction among individuals, groups, and institutions. Students learn to identify and understand the different agents of socialization and the impacts these agents have on individual, group, and societal development.

WEEK 5: Groups, Organization, Institutions, and Networks Quiz 2
This chapter introduces students to the concepts of primary/secondary groups, in/out group, and formal groups such as organizations and institutions. Students learn how group membership influences individual attitudes, including the role of bureaucracy in modern society.

WEEK 6: Social Deviance, Crime, and Social Control
This section introduces students to the theories of social deviance and patterns of social control, including the substantive area of criminology. Through in class exercises, students learn why people don’t follow the rules and the societal strategies to reduce social deviance.

WEEK 7: Exam 1
Social Stratification and Inequality
This section introduces students to the general concept of social stratification and inequality with a focus on alternative theoretical explanations of these patterns. Students learn the basic concepts of social stratification before moving on the specific substantive topics.

WEEK 8: Economic Inequality in the US and the World Quiz 3
This section focuses on the topic of income and wealth stratification in the United States and the world. Students employ alternative theoretical explanations regarding why stratification exists to analyzed economic inequality differences around the world. Students learn the historical trends in class stratification and the implications these trends have on social stability and quality of life.
WEEK 9: Race and Ethnic Inequality
This section focuses on the particular aspects of racial and ethnic stratification, including the analytical concepts of prejudice, discrimination, and stereotyping. Students learn to interpret historical and present social phenomena using these concepts and to apply the three sociological paradigms to gender and race stratification.

WEEK 10: Gender and Age Inequality
Quiz 4
This section focuses on the topic of gender and age stratification, expanding the analytical concepts of prejudice, discrimination, and stereotyping to include social phenomenon such as the glass ceiling, pink collar jobs, and the second shift in the analysis of gender. Regarding age inequality, students learn global cultural differences in how older people are perceived and treated. Through in class exercises, students learn to apply these concepts to interpret historical and present social phenomena related to gender and age inequality.

WEEK 11: Institutions: The Family and Marriage
This section introduces students to the sociological investigation of the institutions of marriage and the family. Students learn the scientific terms used to analyze different kinds of families and the historical trends in the structures and functions of marriage and the family for both domestically and globally.

WEEK 12: Institutions: Education and Religion
Exam 2
This section introduces the students to these two institutions and the functions they perform for society. Students learn to interpret these institutions from the three sociological paradigms and better understand the historical trends in the structures and functions of education and religion both domestically and globally.

WEEK 13: Institutions: Economy and Politics
This section introduces students to the economic and political institutions. Students learn to critically analyze different forms of economic and political systems and understand changes in these institutions over time. Special attention is given the changes in the organization of work and voting rights.

WEEK 14: Science and the Environmental
Quiz #5
This section introduces students to the topic of the science and its relationship to the study of environmental issues. Students learn the historical development of the role of science in society and how to use science to investigate the effects of modernization and industrialization on the environment.

WEEK 15: Collective Action, Social Movements, and Social Change
Exam 3
This section introduces students to the topic of the social change and social movements as mechanisms for the development of human societies. Students learn the stages of human social change and the theories and processes for collective action and social movements in pursuit of human rights and societal development.