

APR 13 2012

11-10b.

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-51b.	AP-3/1/11	App-9/11/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Hildebrandt, Melanie	Email Address melanieh@iup.edu
Proposing Department/Unit Sociology	Phone 7-7635

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) SYLLABUS OF RECORD FOR AN EXISTING COURSE (NONE CURRENTLY ON FILE), NO CHANGES TO COURSE

New Course Course Prefix Change Course Deletion
 Course Revision Course Number &/or Title Change Catalog Description Change

SYLLABUS OF RECORD AMNESTY, NO SUBSTANTIVE CHANGES TO COURSE

SOC 320 Sociological Theory

<u>Current</u> course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing
---	---

2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program Program Title Change Other
 New Minor Program New Track Catalog Description Change Program Revision

<u>Current</u> program name	<u>Proposed</u> program name, if changing
-----------------------------	---

4. Approvals		Date
Department Curriculum Committee Chair(s)		10/18/10
Department Chair(s)		11-8-10
College Curriculum Committee Chair		11/17/10
College Dean		4/10/12
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	Evel Reilly TECC Const. Chair	4/10/12
	A. H. Lee Dean COS	4/11/12
UWUCC Co-Chairs		4/13/12

Received
APR 13 2012
Liberal Studies

Received
SEP 21 2011
Liberal Studies

Received
DEC 9 2010
Liberal Studies

* where applicable

Syllabus of Record

SOC 320- SOCIOLOGICAL THEORY

I. CATALOG DESCRIPTION

Prerequisite: SOC 151 and second semester sophomore standing **03c-01-3cr**

A detailed survey of the historical development of sociological theory from the mid-nineteenth century to the present. Treats the classical theorists Marx, Durkheim, and Weber and such contemporary theoretical schools as functionalism, Marxian and Weberian conflict theory, cultural materialism, social evolutionism, rational choice theory, symbolic interaction, ethnomethodology, sociobiology, structuralism, and postmodernism. Students are encouraged to take this course in the second semester of their sophomore year or during their junior year.

II. COURSE OUTCOMES

Students will be able to:

- a) Compare theories that social scientists use to understand and explain the relationship between individuals and society;
- b) Utilize a variety of theoretical perspectives to explain or interpret social phenomena and everyday life, including class, racial and gender inequality, roles and relationships, power, authority, traditions, and bureaucracies.
- c) Compare the relationships between the socio-historical context and sociological theories, including the development of the discipline of sociology and its relevance to scientifically understanding modern social life.

III. COURSE OUTLINE [Below are example topics and content for this course.]

Week One

What is theory?

Wheel of Science

Rational and Non-rational

Assumptions about human nature

Micro and Macro

Week Two:

Durkheim

Socio-historical context

Anomie/Suicide

Division of Labor in Society

Elementary Forms of Religious Life (sacred and profane)

Week Three:

Functionalism

Parsons and the Unit Act

Merton Manifest and Latent functions

Week Four

Marx

Socio-historical Context
Capital- fetishism of commodities
German Ideology- alienation of labor

Week Five **Marx and conflict theory**
Communist Manifesto
C Wright Mills
Application to modern life

Week Six **Weber**
Socio-historical context
Protestant Ethic and the Spirit of Capitalism
Class, Status and Party
Rationalization and Bureaucracy

Week Seven **Midterm Evaluation**
Review and Discuss material to date

[Note: Each faculty member should adjust the schedule for holidays or breaks and reflect them in the syllabus.]

Week Eight **WEB DuBois**
Socio-historical context
Race, Class and Conflict theory
Double Consciousness
The Veil

Week Nine **Feminist theory- classical**
Socio-historical Context
Charlotte Perkins Gilman
Harriette Martineau

Week Ten **Feminist theory- contemporary**
Socio-historical Context
Dorothy Smith
Patricia Hill Collins

Week Eleven **Symbolic Interactionism**
Socio-historical Context
George Herbert Mead
Mind, Self, and Society
Me and I

Week Twelve **Dramaturgy**
Erving Goffman
Presentation of Self
Total Institutions

Week Thirteen **Ethnomethodology or Phenomenology**
Harold Garfinkel
Berger and Luckman

Week Fourteen **Post modern theory**
Foucault – Discipline and Punish
Baudrillard- Simulacra Simulcrum

Week Fifteen **Exam week**
[Each faculty member should determine the culminating activity and state it in the syllabus.]

IV. EVALUATION METHODS

The final grade will be determined as follows:

Participation	0 to 15%
Writing Assignments	10 to 50%
Class Presentation(s)	0 to 25%
Quizzes (may be in class, on-line, or Take home, multiple choice or Essay)	0 to 40%
Exams (may be in-class, on-line, or Take home, multiple choice or Essay)	25 to 75%
Other forms of Evaluation	<u>0 to 50%</u> 100%

This arrangement is designed to provide faculty with maximum flexibility and academic freedom in regard to the design of their courses.

[Note: Individual faculty members should determine the methods of evaluation for student learning in the course. The methods and their proportion of the course grade should be listed in the syllabus provided to students. The percentages may vary from those indicated here; the parameters above are merely suggested minimum and maximum weights for different types of methods of evaluation frequently used in courses.]

V. GRADING SCALE

Grading Scale: A: 90% or higher B: 80-89% C: 70-79% D: 60-69% F: 59% or lower

VI: ATTENDANCE POLICY

IUP expects students to attend class. University policy permits students unexcused absences without penalty as follows: 3 absences in classes that meet for 50 minutes 3 times per week (i.e. MWF classes); 2 absences for classes that meet for 75 minutes twice per week (i.e., T/Th classes); and 1 absence in classes that meet for 150 or more minutes per week.

[Note: Individual faculty members should develop an attendance policy for the course that is in keeping with the university's policy (see the undergraduate catalog for Undergraduate

Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students.]

VII. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Calhoun, Craig, Joseph Gerteis, James Moody, Steven Pfaff, and Indermohan Virk . 2002. *Classical Sociological Theory*. Malden, MA: Blackwell Publishing.

Calhoun, Craig, Joseph Gerteis, James Moody, Steven Pfaff, and Indermohan Virk . 2002. *Contemporary Sociological Theory*. Malden, MA: Blackwell Publishing.

Edles, Laura Desfor and Scott Appelrouth. (2009) *Sociological Theory in the Classical Era*. Thousand Oaks, CA: Pine Forge Press.

Hurst, Charles. 2005. *Living Theory: the Application of Classical Social Theory to Contemporary Life, Second Edition*. Boston, MA: Pearson.

Kivisto, Peter. 2007. *Social Theory: Roots and Branches: Readings*. New York: Oxford University Press.

Powers, Charles H. 2004. *Making Sense of Social Theory: A Practical Introduction*. New York: Rowman & Littlefield Publishers.

Ritzer, George. 2010. *Sociological Theory*. New York: McGraw-Hill.

Wallace, Ruth A. and Alison Wolf. 2004, *Contemporary Social Theory, Expanding the Classical Tradition*. New York: Prentice Hall.

VIII. SPECIAL RESOURCE REQUIREMENTS

Technology Skills and Software

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

Technical Support

Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit

your error or question via e-mail at it-support-center@iup.edu or via electronic form available online in Moodle.

Disability Services

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

Academic Integrity

IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: <http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

IX. BIBLIOGRAPHY

Ashley, David and David Michael Orenstein. 2001. *Sociological Theory: Classical Statements, Fifth Edition*. New York: Allyn and Bacon.

- Calhoun, Craig, Joseph Gerteis, James Moody, Steven Pfaff, and Indermohan Virk . 2002. *Classical Sociological Theory*. Malden, MA: Blackwell Publishing.
- Calhoun, Craig, Joseph Gerteis, James Moody, Steven Pfaff, and Indermohan Virk . 2002. *Contemporary Sociological Theory*. Malden, MA: Blackwell Publishing.
- Collins, Randall and Michael Makowsky. 2010. *The Discovery of Society, 8th edition*. New York: McGraw Hill.
- Coser, Lewis. 1956. *The Functions of Social Conflict*. New York: The Free Press.
- DuBois, W.E.B. 1986. *WEB DuBois, Writings*. New York: Penguin Books.
- Kimmel, Michael S. 2007. *Classical Sociological Theory, 2nd Edition*. New York: Oxford University Press.
- Kivisto, Peter. 2008. *Social Theory: Roots and Branches, Third Edition*. New York: Oxford University Press.
- Mills, C. Wright. 1956. *The Power Elite*. New York: Oxford University Press.
- Ritzer, George. 1999. *Enchanting the Disenchanted World: Revolutionizing the Means of Consumption*. Thousand Oaks, CA: Pine Forge Press.
- Siedman, Steven. 1994. *Contested Knowledge: Social Theory in the Postmodern Era*. Cambridge, MA: Blackwell Publishers.
- Thompson, Anthony. 2010. *The Making of Social Theory: Order, Reason, Desire. Second edition*. New York: Oxford University Press.
- Tong, Rosemarie Putnam. 1998. *Feminist Thought, second edition*. Boulder, CO: Westview Press.
- Turner, Jonathan. 1986. *The Structure of Sociological Theory, Fifth edition*. Belmont, CA: Wadsworth Publishing Company.

[See also American Sociological Association teaching resources available at www.asanet.org.]

Conceptual Framework	INTASC Standards	NCSS Program Standards	Course Objectives	Course Assessment
1a	1	1 Culture and Cultural Diversity 4 Individual Development and Identity 5. Individuals, Groups and Institutions	(a) – (c)	Midterm Evaluation Final Evaluation