

LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: 92-26
Action: App
Date: 4/20/93
Senate App 5/4/93

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: B.A. in General Sociology
Suggested 20 Character Course Title: _____
Department: Sociology-Anthropology
Contact Person: Dr. Stephen Sanderson; Dr. Miriam Chaiken

II. If a course, is it being Proposed for:

Course Revision/Approval Only
 Course Revision/Approval and Liberal Studies Approval
 Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

Miriam Chaiken
Department Curriculum Committee

Thomas Nowak
Department Chairperson

[Signature]
College Curriculum Committee

[Signature] 1/27/95
College Dean *

[Signature] 3-23-93
Director of Liberal Studies
(where applicable)

Provost (where applicable)

No New Resources Required.

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____
to UWUCC: _____

Semester to be implemented: _____

Date to be published in Catalog: _____

DESCRIPTION OF CURRICULAR CHANGE

[All preceding material in the departmental description remains the same.]

Bachelor of Arts--Sociology/General Sociology Track

Liberal Studies: As outlined in Liberal Studies section 53-55
with the following specifications:

- Mathematics: MA 217 recommended
- Social Science: SO 151
- Liberal Studies electives: no courses with SO prefix

College: 0-6
Foreign Language Intermediate Level(1)

Major: 27

- Required courses:
- SO 151 Principles of Sociology *sh
- SO 320 Sociological Theory 3sh
- SO 380 Social Research Methods 3sh

- One of the following courses: 3sh
- SO 361 Social Stratification
- SO 362 Racial and Ethnic Minorities
- SO 363 Sociology of Sex and Gender

At least one different course from four of the following substantive areas: 12sh

- Social Inequality and Social Change**
- SO 303 Social and Cultural Change
- SO 337 World Societies and World Systems
- SO 361 Social Stratification
- SO 362 Racial and Ethnic Minorities
- SO 363 Sociology of Sex and Gender
- SO 448 Social Policy
- SO 458 Political Sociology

- Deviance and Social Problems**
- SO 231 Contemporary Social Problems
- SO 333 Delinquency and Youth
- SO 335 Alcohol and Drug Abuse
- SO 427 Spouse Abuse
- SO 428 Child Abuse

- Individual and Society**
- SO 251 Sociology of Human Sexuality
- SO 345 Interpersonal Dynamics
- SO 357 Sociology of Aging

[cont'd]

Social Organization and Institutions

- SO 286 Marriage, Kinship, and the Family
- SO 336 Sociology of the Family
- SO 339 The Community
- SO 340 Sociology of Industry
- SO 341 Sociology of Education
- SO 342 Social & Cultural Aspects of Health & Medicine
- SO 348 Sociology of Work
- SO 352 Sociology of Religion
- SO 421 Sociology of Mass Media
- SO 458 Political Sociology

Comparative Sociology

- SO 233 Language and Culture
- SO 271 Culture Area Studies: Africa
- SO 272 Culture Area Studies: China
- SO 273 Culture Area Studies: Southeast Asia
- SO 286 Marriage, Kinship, and the Family
- SO 303 Social and Cultural Change
- SO 314 Native Americans
- SO 337 World Societies and World Systems
- SO 342 Social and Cultural Aspects of Health and Medicine

Free sociology electives: 6sh

Other Requirements: 0

Free Electives: 36-44

Total Degree Requirements: 124

(1) Intermediate-level foreign language may be included in Liberal Studies electives.

Rationale for Program Revision

For some time many of the sociologists in our department have felt uneasy about the general sociology program. We have felt that it was too lax, too "cafeteria style," and did not ask enough of students. We have therefore felt a need to tighten up our general sociology requirements, and this program revision is the result of that effort.

The American Sociological Association recommends that undergraduate programs in sociology should, in addition to basic requirements, ask students to fulfill either distribution requirements or specialization requirements. In some cases, it is conceivable to do both, and we discussed this option. However, it soon became clear that we did not have the faculty resources to do both. We then discussed the strengths and weaknesses of distribution vs. specialization requirements, and finally decided on distribution requirements. We finally settled on a list of 5 basic subdivisions of general sociology. These subdivisions reflect both the structure of the discipline as a whole and the various competencies and specializations of our faculty. We are asking students to take one different course in at least 4 of these 5 areas. By completing such a requirement, we believe that students will have more breadth when they graduate with B.A.'s in sociology. This is a significant improvement over the old program, where students could choose whatever they wanted after their basic requirements were met. With the implementation of the new program we feel that students will be better prepared as general sociologists. They will have a better feel for sociology as a whole.

In terms of our basic requirements, we have deleted our Contemporary Social Problems course as a requirement. We no longer feel this is essential to general sociology. Anyway, that course is by and large intended for a more general audience and is taught at a very basic level without prerequisites. Our research methods course remains the same, and our theory requirement is now a single course containing both classical and contemporary theory (rather than just modern theory). The change in the theory course was recommended by our external evaluator last year. Basically, the modern theory course had long ago become a de facto combined classical and contemporary course, so now we are essentially formalizing what has been a long-standing practice.

In place of the old social problems course we are now asking students to take at least one course in social inequality. We have 3 such courses, focusing, respectively, on stratification, racial and ethnic inequality, and gender inequality. Ideally, we wanted all students to take the basic course in social stratification. However, staffing limitations have made this unworkable in practice. Therefore we have opted for the next best thing, which is a single course chosen from a list of 3 courses. Most sociologists regard social inequality as one of the key areas, if not the key area, of sociology, and we want our general sociology curriculum to reflect this view.

We feel that our general sociology students will be better served by this new program. Changes are modest, but we believe that things are now tighter and better organized and that we will have more control over what students are ending up with.

Course Changes Resulting from Program Revision

New Courses

- SO 286 Marriage, Kinship, and the Family
- SO 320 Sociological Theory
- SO 448 Social Policy

Course Title Changes

- SO 233 "Cultural Symbolism: Language in Culture and Society" changed to "Language and Culture"
- SO 314 "Ethnology of North American Indians" changed to "Native Americans"
- SO 354[363] "Sexual Inequality in Human Societies" changed to "Sociology of Sex and Gender"

[Note: These changes were not necessary as part of the new program, but it seemed a good time to make them anyway.]

Course Number Changes

- SO 435 Social Stratification, changed to SO 361
 - SO 332 Racial and Ethnic Minorities, changed to SO 362
 - SO 354 Sexual Inequality in Human Societies, changed to SO 363
- [These numbers were changed so as to make a "package" of these three courses and have the numbers reflect that; students must choose one of the courses.]

SO 237 World Societies and World Systems, changed to SO 337
[This change is incidental to the program changes but desired anyway.]

SO 455 Social Research methods, changed to SO 380
[This was changed in order to number both the theory and methods courses at the 300 level.]

Course Description Changes

- SO 336 Sociology of the Family
 - SO 352 Sociology of Religion
 - SO 361 Social Stratification
 - SO 362 Racial and Ethnic Minorities
 - SO 363 Sociology of Sex and Gender
- [These changes were not part of the overall program changes but were desired anyway, so are made at this time.]

Courses Deleted

- SO 322 Culture and Personality
 - SO 338 Urban Sociology
- [Changes not necessary as part of program revision, but desired otherwise.]
- SO 443 Development of Social Theory
 - SO 447 Modern Sociological Theory
- [These courses were deleted to make room for a new course, SO 320 Sociological Theory.]

SUMMARY OF CHANGES

Old Program

Required Courses:

- SO 151 Principles of Sociology
- SO 231 Contemporary Social Problems
- SO 447 Modern Sociological Theory
- SO 455 Social Research Methods

18 hours of controlled electives from the following substantive areas:

Social Institutions: SO 336, 340, 341, 348, 352, 421, 458, 459

Social Structures and Processes: AN 319, SO 302, 303, 334, 338, 339, 345, 405, 435

Social Problems: SO 231, 251, 332, 333, 335, 354, 357, 427, 428

Cross-cultural Studies: AN 211, 312, 316, 444, SO 233, 237, 314, 322, 337, 342, 371

Theory and Research: AN 317, 321, SO 301, 443, 449, 456, 457

New Program

Required Courses:

- SO 151 Principles of Sociology
- SO 320 Sociological Theory
- SO 380 Social Research Methods

One of the following:

SO 361 Social Stratification

SO 362 Racial and Ethnic Minorities

SO 363 Sociology of Sex and Gender

At least one different course from four of the following substantive areas:

Social Inequality & Change: SO 303, 337, 361, 362, 363, 448, 458

Deviance and Social Problems: SO 231, 333, 335, 427, 428

Individual and Society: SO 251, 345, 357

Social Organization and Institutions: SO 286, 336, 339, 340, 341, 342, 348, 352, 421, 458

Comparative Sociology: SO 233, 271, 272, 273, 286, 303, 314, 337, 342

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number _____
Action _____
Date _____

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE Marriage, Kinship, and the Family
DEPARTMENT Sociology-Anthropology
CONTACT PERSON Dr. Stephen Sanderson; Dr. Miriam Chaiken

II. THIS COURSE IS BEING PROPOSED FOR:

_____ Course Approval Only
X Course Approval and Liberal Studies Approval
_____ Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Miriam Chaiken
Department Curriculum Committee

Thomas Nowak
Department Chairperson

College Curriculum Committee

College Dean*

Director of Liberal Studies
(where applicable)

Provost
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted to LSC _____	Semester/Year to be implemented _____	Date to be published in Catalog _____
to UWUCC _____		

• Spring 1994 or Fall 1994

Description of Curricular Change

SO/AN 286 Marriage, Kinship, and the Family 3 credits

Prerequisites: None

Sociological and anthropological study of patterns of marriage, kinship, and family life, with emphasis on the relationship between family patterns and other social institutions. Topics covered include the family and marriage in historical and comparative perspective; worldwide patterns of gender stratification; incest and incest avoidance; class and race contexts of family patterns; mate selection and love; parenthood and child rearing; domestic and sexual violence; alternative family lifestyles; and the current crisis and possible future of the family. Intended for a broad audience, but also open to sociology and anthropology majors and minors. SO/AN 286 may be taken for credit along with SO 336.

Description of Curricular Change

SO/AN 286 Marriage, Kinship, and the Family
Prerequisites: None

3 credits

Sociological and anthropological study of patterns of marriage, kinship, and family life, with emphasis on the relationship between family patterns and other social institutions. Topics covered include the family and marriage in historical and comparative perspective; worldwide patterns of gender stratification; incest and incest avoidance; class and race contexts of family patterns; mate selection and love; parenthood and child rearing; domestic and sexual violence; alternative family lifestyles; and the current crisis and possible future of the family. Intended for a broad audience, but also open to sociology and anthropology majors and minors. May be taken for credit along with SO 336.

Proposed Changes

New course.

Justification for Changes

A number of sociology departments around the country teach courses in marriage and the family as intermediate-level courses designed for a broad audience. We are introducing a new family course of this type. The department's other family course -- SO 336, Sociology of the Family -- is designed as a course for sociology majors, especially those in the clinical sociology track. The new course differs appreciably from the existing course not only in being intended for a broader audience, but specifically in having a strong comparative and historical focus. It looks at patterns of marriage and family life throughout the wide range of human societies, as well as at the historical development of the Western family. This not only distinguishes it from the existing family course in our department (which focuses on the contemporary American family), but also from the Liberal Studies family course -- HE 224, Marriage and Family Relations -- offered by Home Economics Education. The new course would be highly complementary to both these courses.

Department of Sociology-Anthropology
Indiana University of Pennsylvania
Indiana, Pennsylvania

SO/AN 286
MARRIAGE, KINSHIP, AND THE FAMILY

COURSE SYLLABUS

I. General Information

Professor: Dr. Stephen Sanderson
Office & Hours: 120 Keith Hall, phone 357-2732
TR, 11:15-12:15 AM; Wed., 9:30-12:30

II. Required Reading Materials

1. Randall Collins and Scott Coltrane, Sociology of Marriage and the Family: Gender, Love, and Property. 3rd edition. Chicago: Nelson-Hall, 1991.
2. Robin Fox, Kinship and Marriage. New York: Cambridge Univ. Press, 1983.
3. One of the following:
 Brigitte Berger and Peter L. Berger, The War over the Family. Garden City, N.Y.: Doubleday, 1983.
 Donald Symons, The Evolution of Human Sexuality. New York: Oxford Univ. Press, 1979.
 Pierre L. van den Berghe, Human Family Systems: An Evolutionary View. New York: Elsevier, 1979.

III-A. Course Content.

Different kinds of courses in marriage and the family have been taught for decades in American universities. Courses with these words in the title are frequently taught in departments of home economics or similar departments, and this is the case in our own university. Moreover, virtually all sociology departments teach one or more courses in the family. Some of these courses have a rather practical focus, others are more theoretical, and still others combine practical and theoretical concerns. This course falls into the more theoretical category. It will introduce you to a broad range of social-science theory regarding the family, drawing on the disciplines of sociology and anthropology. The course will also have another focus that distinguishes it sharply from other family courses at IUP: it will be a comparative course, which means that it will explore the vast array of family and marriage patterns that

is found throughout the broad range of human societies. The course, or at least some parts of it, may very well have a practical value for you, but that is incidental to its main purpose, which is the social-scientific understanding of the family as a basic type of human social arrangement.

One can look at the family from either a macrolevel or a microlevel perspective. A macrolevel perspective emphasizes the study of patterns of marriage, family, and kinship as they exist at the level of entire societies. This perspective emphasizes the relationship of the family to other social institutions, and also looks at how the family is embedded in the class, racial, and ethnic structures of complex societies. This course will have a strong macrolevel flavor, and it will give considerable attention to the cross-cultural, comparative, and historical analysis of family life. However, we will also take a microlevel look at the family, especially later in the course. Here we will be concerned with the interactions of individuals within marriages and families. Such issues as mate selection, marital interaction, divorce and remarriage, parenthood and child rearing, and domestic and sexual violence are some of the most important microlevel aspects of the family that we will be exploring. To the extent possible, we will also explore these more micro issues from a comparative and historical perspective.

There should be something for everybody in this course. I am more interested in the macrolevel issues, while many students are likely to be more interested in the microlevel issues. But this course will offer a balanced treatment of both kinds of issues.

III-B. Course Structure

The course is formally planned as predominantly a lecture course, but I hope to have quite a bit of discussion and debate. Many of the issues that we will be exploring are hotly controversial, and this ought to stimulate many questions and a lot of discussion. I will deliberately try to stir up controversy at various points in the course. I love controversy. Truth be told, I crave it!! And the introduction of controversy into college courses can be a great learning experience. Everybody learns more when they encounter sharply opposing sets of ideas and are required to think them through.

IV. Examinations

There will be 3 major exams in the course, the final included. These will be a combination of essay and objective questions, but with more emphasis on objective questions.

V. Written Paper Assignment

You are to write a 10-page paper on one of the books listed under item #3 on page 1 of this syllabus. These are all very controversial books that should serve as excellent stimulants to critical thought. I won't say anything more about these books here, or even that much in class, because I want you to develop your own thinking about them.

Further guidelines about preparation of this paper will be given out at the same time as the syllabus. They should give you a pretty good idea of what I'm looking for. Because of the controversial nature of these books, I am especially interested in a critical reaction to them. Be sure to summarize and discuss your book's main points, of course, but also tell us what you think of it. And try your best to support your arguments with logic, reason, and, if possible, empirical evidence.

VI. Grading

Your three exams and your term paper each count 25% of your final grade. I use a straight percentage system of grading as follows:
85% and above = A; 75-84% = B; 65-74% = C; 50-64% = D; below 50% = F.

VII. Course Outline and Reading Assignments
(CC = Collins and Coltrane; RF = Fox)

CLASS MEETING	TOPIC	READING ASSIGNMENT
1	Course Introduction	
2	Conceptual & Theoretical Foundations I: Functionalism, Conflict Theory, and Sociobiology	CC, chs. 1-2
3	Conceptual & Theoretical Foundations II: Types of Human Societies	CC, pp. 81-86
4	Cross-Cultural Analyses of Marriage, Family, & Kinship	RF, chs. 1 and 3-8 (ch. 9 is optional)
5	Cross-Cultural Analyses (cont'd)	
6	Cross-Cultural Analyses (cont'd)	
7	Cross-Cultural Analyses (cont'd)	
8	Incest & Incest Avoidance	CC, pp. 58-61; RF, ch. 2
9	Gender Stratification in Human Societies	CC, ch. 3
10	Gender Stratification (cont'd)	
11	Gender Stratification (cont'd)	
12	EXAM I	
13	Human Sexuality in Historical & Comparative Perspective	
14	Human Sexuality (cont'd)	
15	Historical Development of the Modern Western Family	CC, ch. 4
16	Historical Development (cont'd)	
17	Family Variations in Industrial Societies	
18	Class, Race, & Ethnic Contexts of Family Organization	CC, 6-7
19	Mate Selection, Love, & Marital Dynamics	CC, chs. 8-10
20	Mate Selection, Love, & Marital Dynamics (cont'd)	

21	EXAM II	
22	Divorce & Remarriage	CC, ch. 12
23	Parenthood & Child Rearing	CC, ch. 14
24	Domestic and Sexual Violence	CC, ch. 11
25	Alternative Family Lifestyles	
26	Open discussion on Berger and Berger, Symons, and van den Berghe	
27	The Current Crisis and Possible Future of the Family	CC, chs. 5, 16
28	Grand Conclusions (wide open discussion)	

PRIMARY REFERENCES DRAWN ON FOR COURSE PREPARATION

(Note: If some of the references seem a bit old, that is either because the works are classics, or because they still represent some of the most important statements on any particular issue. In the comparative sociology of the family, freshness of reference is not nearly as crucial as it would be in courses on the modern family.)

Richard Gelles and Jane Lancaster, CHILD ABUSE AND NEGLECT. Aldine de Gruyter, 1987. (Compares child abuse in humans with abuse and neglect in non-human primates.)

Janet Giele and Audrey Smock, WOMEN: ROLES AND STATUSES IN EIGHT COUNTRIES. Wiley, 1977.

Rayna Rapp Reiter, TOWARD AN ANTHROPOLOGY OF WOMEN. Monthly Review Press, 1975.

Marvin Harris and Eric Ross, DEATH, SEX, AND FERTILITY: POPULATION REGULATION IN PREINDUSTRIAL AND DEVELOPING SOCIETIES, Columbia U. Press, 1987.

Gary Becker, A TREATISE ON THE FAMILY, 2nd ed., Harvard U. Press, 1991.

Anthony Giddens, THE TRANSFORMATION OF INTIMACY: SEXUALITY, LOVE, AND EROTICISM IN MODERN SOCIETIES. Stanford U. Press, 1992.

Andrew Cherlin, MARRIAGE, DIVORCE, REMARRIAGE, 2nd ed., Harvard U. Press, 1992.

Eli Zaretsky, CAPITALISM, THE FAMILY, AND PERSONAL LIFE. Harper & Row, 1976.

Vern Bullough, SEXUAL VARIANCE IN SOCIETY AND HISTORY. U of Chicago Press, 1976.

Roger Keesing, KIN GROUPS AND SOCIAL STRUCTURE. Holt, Rinehart and Winston, 1975.

Jeffrey Weeks, SEXUALITY. Routledge, 1986.

Stephen Sanderson, MACROSOCIOLOGY, 2nd ed., chs. 14-16 (on gender stratification worldwide, comparative kinship systems, and the formation of the modern Western family system). HarperCollins, 1991.

Kathryn Ward, WOMEN WORKERS AND GLOBAL RESTRUCTURING. Cornell U. Press, 1990.

Michael Ruse, HOMOSEXUALITY. Blackwell, 1988.

Nancy Levine, THE DYNAMICS OF POLYANDRY. U of Chicago Press, 1988.

Clellan Ford and Frank Beach, PATTERNS OF SEXUAL BEHAVIOR. Harper & Row, 1950. (Classic work)

Philip Blumstein and Pepper Schwarts, AMERICAN COUPLES. Simon and Schuster, 1983.

Benjamin Zablocki, ALIENATION AND CHARISMA: A STUDY OF CONTEMPORARY AMERICAN COMMUNES. Free Press, 1980.

Lee Ellis, THEORIES OF RAPE, 1990.

David Popenoe, DISTURBING THE NEST: FAMILY CHANGE AND DECLINE IN MODERN SOCIETIES. Aldine de Gruyter, 1988.

Arthur Alderson and Stephen Sanderson, "Historic European household structures and the capitalist world-economy." JOURNAL OF FAMILY HISTORY, 1991.

Rae Lesser Blumberg, "A general theory of gender stratification." In R. Collins (ed), SOCIOLOGICAL THEORY 1984. Jossey-Bass, 1984.

Janet Chafetz, SEX AND ADVANTAGE: A COMPARATIVE, MACROSTRUCTURAL THEORY OF SEX STRATIFICATION. Rowman and Allanheld, 1984.

William Divale and Marvin Harris, "Population, warfare, and the male supremacist complex." AMERICAN ANTHROPOLOGIST, 1976.

Robin Fox, KINSHIP AND MARRIAGE. Cambridge U. Press, 1983.

Ernestine Friedl, WOMEN AND MEN: AN ANTHROPOLOGIST'S VIEW. Holt, Rinehart and Winston, 1975.

Jack Goody, PRODUCTION AND REPRODUCTION: A COMPARATIVE STUDY OF THE DOMESTIC DOMAIN. Cambridge U. Press, 1976.

Herbert Gutman, THE BLACK FAMILY IN SLAVERY AND FREEDOM. Pantheon, 1976. (Classic work)

Eleanor Leacock and Helen Safa (eds.), WOMEN'S WORK: DEVELOPMENT AND THE DIVISION OF LABOR BY GENDER. Bergin and Garvey, 1986.

Claude Levi-Strauss, THE ELEMENTARY FORMS OF KINSHIP. Beacon, 1969. (Classic work originally published in 1949.)

Christopher Lasch, HAVEN IN A HEARTLESS WORLD: THE FAMILY BESIEGED. Basic Books, 1977.

Kay Martin and Barbara Voorhie, FEMALE OF THE SPECIES. Columbia U. Press, 1975. (Classic work)

David Mandelbaum, WOMEN'S SECLUSION AND MEN'S HONOR. U of Arizona Press, 1988.

Karen Sacks, SISTERS AND WIVES: THE PAST AND FUTURE OF SEXUAL EQUALITY. Greenwood Press, 1979.

David Schneider and Kathleen Gough, MATRILINEAL KINSHIP. U of California Press, 1961. (Classic work)

Edward Shorter, THE MAKING OF THE MODERN FAMILY. Basic Books, 1975. (Classic work)

Lawrence Stone, THE FAMILY, SEX, AND MARRIAGE IN ENGLAND, 1500-1800. Harper and Row, 1979. (Classic work)

Pierre van den Berghe, AGE AND SEX IN HUMAN SOCIETIES: A BIOSOCIAL PERSPECTIVE. Wadsworth, 1973.

Pierre van den Berghe, HUMAN FAMILY SYSTEMS: AN EVOLUTIONARY VIEW. Elsevier, 1979. (Classic work)

Viviana Zelizer, PRICING THE PRICELESS CHILD: THE CHANGING SOCIAL VALUE OF CHILDREN. Basic Books, 1985.

Gwen Broude and Sarah Greene, "Cross-cultural codes on twenty sexual attitudes and practices." ETHNOLOGY, 1976.

Robert Winch, FAMILIAL ORGANIZATION. Free Press, 1977.

Stuart Queen and Robert Habenstein, THE FAMILY IN VARIOUS CULTURES. Lippincott, 1967. (Classic work)

William Goode, WORLD REVOLUTION AND FAMILY PATTERNS. Free Press, 1963. (Classic work)

Judith Stacey, BRAVE NEW FAMILIES: STORIES OF DOMESTIC UPHEAVAL IN LATE TWENTIETH CENTURY AMERICA. Basic Books, 1990.

Gary Lee, FAMILY STRUCTURE AND INTERACTION: A COMPARATIVE ANALYSIS. Lippincott, 1977.

Robert Staples, THE BLACK FAMILY. 3rd ed. Wadsworth, 1986.

Jack Goody, THE ORIENTAL, THE ANCIENT, AND THE PRIMITIVE: SYSTEMS OF MARRIAGE AND THE FAMILY IN THE PREINDUSTRIAL SOCIETIES OF EURASIA. Cambridge U. Press, 1990.

COURSE ANALYSIS QUESTIONNAIRE

A1. This course is designed primarily for a broad audience of students. It is specifically intended for inclusion in the list of Liberal Studies Electives. The course is also likely to appeal to some sociology and anthropology majors and minors.

A2. This course does NOT require changes in any existing courses.

A3. This course takes a novel approach in that it combines a sociological and an anthropological focus in a single course. In so doing it makes extensive use of comparative and cross-cultural materials, something not common in other courses offered in our department.

A4. This course was offered in Spring 1992 under the title of the existing family course, SO 336--Sociology of the Family. It was exceptionally well received, suggesting that it will be a very popular course. Attendance in the class was excellent, often approaching 100% on any given occasion, and students were much more attentive and responsive than usual. Student grades were also unusually high, suggesting that they really wanted to put a lot of effort into the course.

A5. This is NOT to be a dual-level course.

A6. The course may NOT be taken for variable credit.

A7. Because of its unique comparative approach, undoubtedly few other universities offer such a course. I am not aware of such a course in any other university, although I'm sure that some universities have must have one. This means that the course reflects a highly innovative approach.

A8. Neither the content nor the skills of the course are recommended by a professional body, accrediting authority, law, or other external agency.

B1. This course will be taught by one instructor.

B2. No additional or corollary courses are needed with this course.

B3. There is very minimal overlap between this course and any course offered in our own or another department. Outside of sociology, the only department to offer undergraduate family courses is Home Economics Education. The content of this course has been shared with that department and it is agreed that the new course would be quite different from any family course they teach (see memo from Home Economics Education). As already explained, this course is distinct in terms of its strong comparative, cross-cultural focus.

B4. A few seats will be made available to students in continuing education.

C1. No new resources of any kind will be needed to teach this course. Existing resources are fully adequate.

- C2. None of the resources of this course are funded by a grant.
- C3. This course will be offered at least once every two years, and possibly once every year.
- C4. One or two sections of 25-35 will be offered each time.
- C5. Approximately 25-35 students will be accomodated in a section of this course.
- C6. No professional society recommends enrollment limits for this course.
- C7. This course will NOT be a curriculum requirement. However, it will satisfy a requirement, specifically the Liberal Studies Elective requirement.

LIBERAL STUDIES COURSE APPROVAL FORM
INSTRUCTION SHEET

Use this form only if you wish to have a course included in a Liberal Studies Learning Skill or Knowledge Area category. Do not use this form for synthesis or writing-intensive sections; different forms are available for these. If you have questions, contact the Liberal Studies Office, 352 Sutton Hall, telephone 357-5715.

This form is intended to assist you in developing your course to meet IUP's Criteria for Liberal Studies and to arrange your proposal in a standard order for consideration by the Liberal Studies Committee (LSC) and the University-wide Undergraduate Curriculum Committee (UWUCC). When you have finished, your proposal will have these parts:

- Standard UWUCC Course Proposal Cover Sheet, with signatures (one page)
- Completed copy of LS General Information Check-List--Parts 1-3 of this form. (one page)
- One sheet of paper for your answers to the four questions in Part IV of this form. (one page)
- Completed check-list for each curriculum category in which your course is to be listed--e.g. Non-Western Cultures, Fine Arts, etc. (one page each)
- Course Syllabus in UWUCC Format.

Note: If this is a new course or a course revision not previously approved by the University Senate, you will also need a catalog description on a separate sheet and answers to the UWUCC Course Analysis Questionnaire. These are not considered by the LSC but will be forwarded to the UWUCC along with the rest of the proposal after the LSC completes its review. For information on UWUCC procedures, see the UWUCC Curriculum Handbook.

SUBMIT ONE (1) COPY OF THE COMPLETED PROPOSAL TO THE LIBERAL STUDIES OFFICE (352 SUTTON HALL). The Liberal Studies Committee will make its own copies from your original; the committee does reserve the right to return excessively long proposals for editing before they are duplicated. (If you happen to have extra copies of the proposal, you are invited to send multiple copies to the LSC to save unnecessary copying.)

PLEASE NUMBER ALL PAGES.

LIBERAL STUDIES COURSE APPROVAL, PARTS 1-3: GENERAL INFORMATION CHECK-LIST

I. Please indicate the LS category(ies) for which you are applying:

LEARNING SKILLS:

- First Composition Course
- Mathematics

- Second Composition Course

KNOWLEDGE AREAS:

- Humanities: History
- Humanities: Philos/Rel Studies
- Humanities: Literature
- Natural Sci: Laboratory
- Natural Sci: Non-laboratory

- Fine Arts
- Social Sciences
- Non-Western Cultures
- Health & Wellness
- Liberal Studies Elective

II. Please use check marks to indicate which LS goals are primary, secondary, incidental, or not applicable. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.

Prim	Sec	Incid	N/A
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- A. Intellectual Skills and Modes of Thinking:**
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.
 2. Literacy--writing, reading, speaking, listening.
 3. Understanding numerical data.
 4. Historical consciousness.
 5. Scientific Inquiry.
 6. Values (Ethical mode of thinking or application of ethical perception).
 7. Aesthetic mode of thinking.

B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person

C. Understanding the Physical Nature of Human Beings

- D. Collateral Skills:**
1. Use of the library.
 2. Use of computing technology.

III. The LS criteria indicate six ways that courses should contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.

1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.

2. Define and analyze problems, frame questions, evaluate available solutions and make choices.

3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.

4. Recognize creativity and engage in creative thinking.

5. Continue learning even after the completion of their formal education.

6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

LIBERAL STUDIES COURSE APPROVAL, PARTS 4-6:

A. This a NOT A multiple-section, multiple-instructor course.

B. How will the course include the perspectives of ethnic minorities and women? The course will give explicit attention to women throughout. Indeed, how could a course on marriage and the family do otherwise? One and a half weeks will also be devoted to gender stratification throughout the world. Discussion of feminist perspectives on the family occur throughout. A section devoted to the relationship between class, race, and ethnicity on the one hand and family structure on the other is also an important part of the course. (See syllabus for more explicit information.)

C. Reading other than a textbook. Students will choose one of three provocative books for the purpose of writing a critical paper. The books to choose among are Brigitte and Peter Berger, The War Over the Family (Doubleday, 1983); Donald Symons, The Evolution of Human Sexuality (Oxford Univ. Press, 1979); and Pierre L. van den Berghe, Human Family Systems: An Evolutionary View (Elsevier, 1979). All of these books are well-known, highly provocative treatments of their respective topics. They take strong stands and are highly controversial, and thus they ought to do a great deal to stimulate thinking, especially the kind of critical thinking we are so concerned about these days.

D. This course is intended for a general student audience, but it is not really an introductory course in the strict sense. It is an intermediate level sociology and anthropology course that would have appeal to a very broad audience, but at the same time would probably attract a certain number of sociology majors and minors. In addition to sociology and anthropology students, the course should have strong appeal to students in such fields as education, child development, counseling, psychology, and probably others.

CHECK LIST – LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or preprofessional proficiency.. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Intermediate French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

INDIANA UNIVERSITY OF PENNSYLVANIA
HOME ECONOMICS EDUCATION DEPARTMENT

December 22, 1992

SUBJECT: Family Course Proposal: Marriage, Kinship, and the Family

TO: Stephen Sanderson
Sociology-Anthropology Department

FROM: Linda Nelson, Chair *Linda Nelson*
Phil Gordon
Home Economics Education Department

Our department has received your revised course proposal for SO/AN 286 and we agree with the changes in the justification section. The degree of overlap with our existing courses, HE 224, Marriage and Family Relations and HE 324, Family Dynamics appears to be minimal. Although the material listed in your class outline section for class sessions 19-25, may have some coincidental overlap, put in the context of the course material that precedes it, the course should be a welcome addition to the study of marriage and family on the campus.

If we can be of further assistance, please contact our department.

cc: Hilda Richards
Gary Buterbaugh

LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: Sociological Theory
Suggested 20 Character Course Title: Sociol Theory
Department: Sociology-Anthropology
Contact Person: Dr. Stephen Sanderson; Dr. Miriam Chaiken

II. If a course, is it being Proposed for:

- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

<u><i>Miriam Chaiken</i></u> Department Curriculum Committee	<u><i>Thomas Nowak</i></u> Department Chairperson
_____ College Curriculum Committee	_____ College Dean *
_____ Director of Liberal Studies (where applicable)	_____ Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

SO 320 Sociological Theory

3 credits

Prerequisites: SO 151 and second-semester sophomore standing or higher. 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 interactionism, ethnomethodology, sociobiology, structuralism, and postmodernism. Students are encouraged to take the course in the second semester of their sophomore year or during their junior year.

Description of Curricular Change

SO 320 Sociological Theory 3 credits

Prerequisites: SO 151 and second-semester sophomore standing or higher. 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 interactionism, ethnomethodology, sociobiology, structuralism, and postmodernism. Students are encouraged to take the course in the second semester of their sophomore year or during their junior year.

Changes

New course.

Justification/Rationale

Classical and contemporary sociological theory, previously taught in two separate courses (SO 443, Development of Social Theory, and SO 447, Modern Sociological Theory), are being consolidated in one course.

Department of Sociology-Anthropology
Indiana University of Pennsylvania
Indiana, Pennsylvania

SOCIOLOGY 320
SOCIOLOGICAL THEORY

COURSE SYLLABUS

I. General Information

Professor: Dr. Stephen Sanderson

Office & Hours: 120 Keith Hall, Office Phone 357-2732
TR, 11:30-12:30; Wed., 9:30-12:30

II. Required Reading Materials

1. Collins, Randall, Theoretical Sociology. San Diego: Harcourt Brace Jovanovich, 1988.
2. Several articles and essays on library reserve.

Recommended only

Sanderson, Stephen K., Macrosociology: An Introduction to Human Societies, 2nd edition. New York: HarperCollins, 1991.
(Some portions may be assigned from time to time.)

III-A. Course Content

This course is an introduction to sociological theory and will take an historical approach. It will survey the leading classical thinkers and contemporary schools of sociological theory from the mid-nineteenth century to the present. I will spend a good deal of time talking about the major classical theorists Karl Marx, Emile Durkheim, and Max Weber and showing their impact on the development of the sociological theory of the past 50 years. In the past I have talked about the classical theorists at the beginning of the course and followed them with contemporary theory. I now feel, however, that it is best to integrate the classical and contemporary materials as we go along. Not only does this make good sense intellectually, but it also fits the way your textbook is organized.

Our primary concern throughout the semester will be to gain a coherent understanding of the most important approaches or perspectives that have been vying for the attention of sociologists and other social theorists over the last century and a half. Since I believe that theoretical work of considerable importance to sociology has been produced by people calling themselves anthropologists, we shall investigate certain theoretical developments within that field as well. In looking at the major approaches in social theory, we shall explore their major assumptions and premises, compare and contrast them with each other, and attempt to assess the extent

to which each provides adequate answers to the long-standing questions that have preoccupied social theorists. In assessing each approach, we must ultimately ask how it advances our basic understanding of the operation of the social world. My own thinking, which eschews eclecticism, is that some approaches advance our understanding much more than do others.

III-B. Course Structure

This will be a lecture course, and I will lecture every class period. Students are expected to keep up with their reading assignments, to attend class regularly, and to keep a good set of notes (the latter, as any former student would tell you, is usually indispensable for any of my courses). Students are encouraged to ask questions, and discussion and debate are welcomed.

IV. Examinations

There will be three major examinations. These will be entirely essay in nature.

V. Term Paper

Each student is required to write a paper for the course. A reading list containing major recent works of a theoretically oriented nature will be provided. Each student is to select one work from the list and write an analytical paper of about 8-10 pages on it. The paper should bring out the general nature of the theory or theoretical perspective developed by the author, the substantive problem or problems to which the theory is applied, and the way in which the author attempts to support or defend his theory. (Further details regarding the appropriate nature of these papers will be provided at a later date.) Students are requested to make their selections no later than the end of the 4th week of classes. (I must approve your selection; each work may be selected by only two students.) The first draft of your paper will be due by the end of the 9th week of classes, and the final draft will be due by the end of the 12th week of classes.

VI. Grading

Your final grade is determined by your performance on the exams and the term paper. Each of these counts as 25% of your final grade. I grade on a point system and use the following scale: 85% and above = A; 75-84% = B; 65-74% = C; 50-64% = D; Below 50% = F.

VII. Course Outline and Reading Assignments

<u>Class Meeting</u>	<u>Topic</u>	<u>Reading Assignment</u>
1	Course Introduction	
2	The Nature and Logic of Social Theorizing	Collins, pp. 1-8
3	Emile Durkheim	
4	Functionalism	Collins, ch. 2
5	Functionalism (cont'd)	Gans, "The Functions of Poverty"
6	Functionalism (cont'd)	
7	Karl Marx	
8	Karl Marx	
9	Contemporary Marxism	Collins, ch. 3
10	Marxism (cont'd)	Wallerstein, "Rise & Future Demise. . ."
11	Marxism (cont'd)	Ndabezitha/Sanderson, "Racial Antagonism and the Origins of Apartheid. . ."
12	EXAM I	
13	Marxism (cont'd)	
14	Max Weber	
15	Neo-Weberianism	Collins, ch. 4 & pp. 163-182
16	Neo-Weberianism (cont'd)	Sanderson "The Neo-Weberian Revolution"
17	Exchange & Rational Choice Theory	Collins, ch. 10
18	Social Evolutionism	Collins, ch. 1; Sanderson, "Social Evolution"

19	Cultural Materialism	Sanderson, <u>Macrosociology</u> , ch. 3, and other portions recommended
20	EXAM II	
21	Cultural Materialism (cont'd)	
22	Symbolic Interactionism	Collins, chs. 6-7
23	Ethnomethodology	Collins, ch. 8
24	Sociobiology	Sanderson, "The Significance of Sociobiology"
25	Sociobiology (cont'd)	
26	Eclecticism	Sanderson, "Eclecti- cism and its Alternatives"
27	Structuralism, Poststruct- uralism, & Postmoderism	Collins, ch. 9
28	The Current Popularity of Theoretical Perspectives	Sanderson & Ellis, "Theoretical & Political Perspec- tives of American Sociologists in the 1990s"

COURSE ANALYSIS QUESTIONNAIRE

A1. This course is intended mainly for sociology majors and is required. All sociology departments require their majors to take at least one course in theory.

A2. The introduction of this course requires the deletion of SO 443, Development of Social Theory, and SO 447, Modern Sociological Theory. These deletions are submitted as separate proposals.

A3. Yes, this course follows the traditional type of departmental offering.

A4. This course has in essence been taught for years under the heading of SO 447, Modern Sociological Theory. What we are doing now is formalizing the fact that we are teaching classical and contemporary theory in one course.

A5. Yes, this is to be a dual-level course, SO 320 and 520. Old SO 543 is being deleted and SO 520 is being added to the graduate curriculum. Separate proposals for these changes are being submitted.

A6. The course may NOT be taken for variable credit.

A7. Virtually all four-year colleges and universities offer this course or a similar one and require it for sociology majors. Many sociology departments teach separate courses in classical theory and modern theory and require one or both of these. We have tried to do that in our department, but we just don't have the faculty resources to accomplish it. The only feasible alternative is to have a single course devoted to classical and contemporary theory. This was recommended by our external evaluator last year.

A8. The American Sociological Association believes that all sociology majors should be introduced to sociological theory in their undergraduate careers.

B1. The course will be taught by one instructor.

B2. No additional or corollary courses are needed.

B3. This course is unique to sociology and does not relate in any particular way to the content of courses in other departments.

B4. Students in Continuing Education would not be interested in taking this highly technical and advanced course.

C1. All existing resources are fully adequate to teach this course.

C2. None of the resources of this course are funded by a grant.

C3-C4. One section of this course will be offered every semester.

C5. Normally the enrollment per semester runs around 25.

©6. No professional society recommends enrollment limits.

©7. A course of this type has always been required in our department, and the new course will therefore not affect the number of free electives available to students.

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number _____
Action _____
Date _____

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE Social Policy
 DEPARTMENT Sociology-Anthropology
 CONTACT PERSON Herbert Hunter; Stephen Sanderson

II. THIS COURSE IS BEING PROPOSED FOR:

- Course Approval Only
- Course Approval and Liberal Studies Approval
- Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Miriam S. Clark
 Department Curriculum Committee

Thomas Nowak
 Department Chairperson

 College Curriculum Committee

 College Dean*

 Director of Liberal Studies
 (where applicable)

 Provost
 (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted
 to LSC _____
 to UWUCC _____

Semester/Year to be
 implemented _____

Date to be published
 in Catalog _____

Description of Curricular Change

SO 448/548 Social Policy 3 credits
Prerequisite: SO 151

Current social policy issues and debates in the United States between conservative, liberal, and social democratic policy analysts, with special emphasis on various social problems and a range of policies designed to ameliorate the economic disadvantages of single individuals, single parents, and two-parent families. Attention given to the formation of social welfare programs in the United States and alternatives offered by Western European social welfare states. Also devoted to understanding the relationship between social policy, research, and implementation.

NEW COURSE PROPOSAL

Description of Curricular ChangeSO 448/548 **Social Policy** 3 credits

Prerequisite: SO 151

Current social policy issues and debates in the United States between conservative, liberal, and social democratic policy analysts, with special emphasis on various social problems and a range of policies designed to ameliorate the economic disadvantages of single individuals, single parents, and two-parent families. Attention given to the formation of social welfare programs in the United States and alternatives offered by Western European social welfare states. Also devoted to understanding the relationship between social policy, research, and implementation.

Proposed Changes

New course.

Justification for Changes

Social policy is an extremely important area of application of sociological knowledge, and a course is badly needed for our majors. This course is especially important in view of the importance of applied sociology to our curriculum.

SO 481/581
SPEC. TOPICS: SOCIAL POLICY
FALL TERM, 1992

INSTRUCTOR: DR. HERBERT M. HUNTER
MWF, 9:30-10:30 A.M.
INDIANA UNIVERSITY OF PA.

COURSE DESCRIPTION AND OBJECTIVES.

The general objectives of this course are fourfold: It will provide students with an understanding of the formation, growth and development of the welfare state in the United States, with some attention given to the development of social welfare policy in Western European social democracies. Second, it will examine the impact of politics, economics, and ideology on the formation and implementation of social policy. Third, it will examine notions of social justice and their relationship to social policy legitimation. Fourth, the course will focus on current social policy issues and debates among conservative, liberal, and social democratic social policy analysts. Special Attention will be drawn to the unique problem of the poor in the inner-city and in rural areas of the society (the latter of which is a much neglected area) and to the broader problem of class inequality, focusing on the economic disadvantages of single individuals, single parent and two parent families. Specific social policy issues that will be addressed include national health care, full employment policies, the minimum wage, earned income tax credits, Head Start programs, childcare policies, and affirmative action policies for economically and racially disadvantaged groups. Consideration will also be given to the question of how cultural and behavioral problems complicate the implementation of social services.

REQUIRED READINGS. (available in the college book store)

Charles Murray, Losing Ground: American Social Policy, 1950-80, 1984.

Christopher Jencks and Paul E. Peterson, editors, The Urban Underclass, 1991.

David T. Ellwood, Poor Support: Poverty in the American Family, 1988.

Gertrude Ezorsky, Racism and Justice: The Case for Affirmative Action, 1991.

Margaret Weir, Ann Shola and Theda Skocpol, The Politics of Social Policy in the United States, 1988.

COURSE REQUIREMENTS.

EXAMINATIONS AND WRITTEN WORK: There will be a mid-term and a final comprehensive examination (all essay). You will also be required to write a short term paper proposal (2-3 pages), a term paper (10-12 pages) on a social policy issue of your choice, and give an oral presentation on your topic.

PROPOSAL FOR TERM PAPER: You must decide on a term paper topic by the fifth week of the semester and submit a proposal that will include a title page, the title of your topic, a brief description explaining what your paper is about, the manner of presentation of your paper (pros and cons, comparisons and contrasts, argumentative, analytical or descriptive type paper), a sentence outline, and a minimum of two books and three articles you are considering using in developing your term paper. The references should be in an appropriate bibliographic style. Once a topic is adopted it cannot be changed. Also make sure that you choose a topic of interest; one which allows you to find adequate sources in the library and a topic that can be completed within the time frame of the semester. Thus, you want to begin early on your topic and find suitable references either in the University library or through the interlibrary loan service (remember you must provide yourself with lead time to do the latter).

ORAL PRESENTATIONS: Oral presentations will be given during the latter part of the semester and may be voluntary or done by lottery, depending on the size of the class. Each oral presentation will be limited to 10-15 minutes. It will count as part of your class participation grade. Specific instructions will be given on how your oral presentation should be organized. The sequence and time of the presentation will be determined alphabetically and a schedule will be issued prior to the first presentation. The final paper need not be handed in at the time of the oral presentation unless it is given the last day of class.

THE TERM PAPER: The length of the term paper (required of all students) is a minimum of 10 full pages, with 1" margins, typed, doubled spaced, stapled, and you must use the standard criteria for writing college research papers (footnotes, endnotes, references, etc.). Articles from magazines or newspapers such as Newsweek, Time, U. S. News and Report, The New York Times, The Washington Post, and the like, are acceptable and may be cited in the term paper, but not counted as a source when you hand in your term paper proposal.

Due dates for all written work are firm and must be handed in by you in class, during the class period only. Please do not put papers in my mailbox, under my office door, or hand me papers in the halls.

MAKE-UPS.

Only those students with certified and serious reasons for missing a class will be accommodated in making up an examination. Exams will be taken 48 hours following the regularly scheduled exam. Students should see me immediately following a missed exam or assignment that must be handed in.

WITHDRAWAL AND INCOMPLETES.

Students will be permitted to withdrawal from the course with a "W" grade up to the midsemester of the course. Otherwise, withdraws can be obtained one week prior to the final examination only for reasons due to illness, accident or extreme personal problems, and will require the signatures of your advisor, the chair of the department and the college dean.

Incompletes will be given by the instructor only under conditions of an illness, accident or extreme personal problem and at his discretion.

OFFICE HOURS.

Office: 114 Keith Hall, Department of Sociology and Anthropology
Office Hours: MWF, 11:30-12:30; MW, 3:30-4:30
Office Phone: 357-2734

It is the student's responsibility for meeting with the instructor during the designated office hours times. In those cases where it may be inconvenient for you to do so because of another class or employment, special appointments can be made.

The instructor reserves the right to make changes in the syllabus, add or delete assignments, and require students to attend university-wide lectures and activities relevant to the course.

A COURSE OUTLINE

WEEK 1

I. Course Introduction.

A. The Significance of Social Policy Issues and Analysis for the Human Service Worker and the Traditional Sociologist.

B. Social Policy, Research and Social Change.

C. The Role of the Human Service Worker and Clinician in the Social Policy Arena: Advocacy and Program Implementation.

WEEK 2 & 3

II. The Nature and Causes of Social Problems in the United States.

A. Biological Explanations.

B. Cultural and Behavioral Explanations.

C. Structural Explanations (racial and class inequality).

D. Macro-Economic Issues (problems in a post-industrial society and world economy)

WEEK 4 - 6

III. The Formation and Organization of Social Welfare Policies in the United States: Social Insurance and Public Assistance Programs From the New Deal to the New Covenant.

A. The New Deal of Franklin Roosevelt.

B. The New Frontier of John F. Kennedy.

C. The Nixon Years and the Negative Income Tax.

D. The Carter Years and the UDAG Programs.

E. The Free Market and Privatization Policies of the Reagan and Bush Years.

F. The New Covenant of Bill Clinton.

WEEK 7

IV. Rural and Urban Poverty in the United States.

WEEK 8 & 9

V. How Race, Class and Gender Issues Affect the American Family.

- A. Joblessness and Family Structure.
- B. Racial Discrimination and Joblessness.
- C. Joblessness, Income Inequality and Their Affects on the American Family.
- C. How Limited Family Policies in a Changing World are Disadvantages for Women.

WEEK 10 & 11

VI. The Politics of Social Policy.

- A. How Social Welfare Policies are Restricted by the Class Struggle Between Capital and Labor.
- B. The Ideological and Political Constraints of Social Welfare Policies in the United States

WEEK 12 & 13

VII. Non-Welfare Policies For Confronting Poverty and Inequality in the 21st Century.

- A. Full Employment Policies: What Can Be Learned From More Advanced Welfare States?
- B. National Health Care: The Canadian Experience.
- C. Job Training, Job Relocation, and Educational Reform.
- D. Androgynous (gender neutral) Family Policies: Day-care and Family Leave Policies.
- E. Affirmative Action Policies for the Disadvantaged.

WEEK 14 & 15

VIII. ORAL PRESENTATIONS

COURSE ANALYSIS QUESTIONNAIRE

A. DESCRIPTION AND ACADEMIC NEED

- A1. Catalog description in a form suitable for editorial processing. See attachment.
- A2. Syllabus of course, including course objectives and content. See attachment.
- A3. What academic need does this course fulfill? How does this course fit into the program of the department? For what clientele is the course designed?

The proposed course will be offered both to upper division undergraduate students (primarily juniors and seniors) majoring in clinical and applied sociology and to graduate students concentrating in the human services. It will also be valuable to students majoring in general sociology, criminology and education. It is designed to provide our students with an advanced course in social problems and policy analysis. This course will also enable students to examine in depth various social policies related to other courses offered by the department, such as Social Problems, Racial and Ethnic Minorities, Social Stratification, the Sociology of Industry, Spouse Abuse, Alcohol and Drug Abuse, Sexual Inequality, Sociology of the Family, and Sociology of Aging. Usually in the aforementioned courses social policy issues are secondary considerations discussed in the form of "social policy implications" and are not central to the main subject matter.

Students will acquire an intellectual understanding of the scope of social policies in the United States, with some attention given to Western European social welfare policies. Students will achieve an understanding of the nature and causes of various social problems and the range of progressive social policies available to address them. They will learn about the organization of the welfare state in the U.S. for the poor and non-poor segments of the American population. They will gain insight into the role of politics, economics and ideology in the formulation and implementation of various social policy prescriptions. Students will also have an opportunity to hear presentations from

several human service practitioners, who will be designated as guest speakers.

- A4. Does this course require changes in content of other existing courses?

This course does not require a change in content of other existing courses.

- A5. Does this course follow the traditional type of offering by the department or is it a novel approach?

This course follows a traditional type offering similar to courses offered in other sociology and social work departments usually under the headings of social welfare policy or social policy analysis.

- A6. Has this course ever been offered at IUP on a trial basis (e.g. Special Topics)?

This course has been offered three times as a special topics course. The first time it was offered, the Fall of 1990, four students were enrolled. Two problems affecting the size of the class were that the course was not required and it was offered to undergraduates from 3:30-6:30 p.m., during the dinner period. The second time the course was offered at a prime time (TTH, 9:30-11:30 a.m.), in the Spring of 1991. Twelve students were enrolled in the course on this occasion. The third time the course was offered, the Fall of 1991, graduate and undergraduate students were enrolled. The enrollment was 20 students (three graduate students and 17 undergraduate students).

The most recent course evaluations for the Fall of 1991 (N=13) show that student satisfaction with the course was fairly high. Thirteen of the students agreed or strongly agreed that what they learned in the course was valuable. Eight of the students agreed or strongly agreed that they would recommend the course to other students. Course evaluations for the Spring of 1991 are currently missing. The Fall of 1990, one of four undergraduate students enrolled in the course wrote a paper for the course, which subsequently was submitted to the Pennsylvania Sociological Society, where she shared a first place award with a student from another university.

A7. Is this a dual-level course? If so, what is its approval status at the graduate level?

This is proposed as a dual-level course. It will be offered to undergraduate and graduate students. Graduate students can take the course as an elective and receive graduate credit. A separate proposal is being submitted for SO 548.

A8. Do other higher education institutions currently offer this course?

Courses similar to the proposed course are offered in sociology and social work departments under the heading of social welfare policy or similar course titles, especially in those universities where sociology and social work departments are combined. Analogously, in the Department of Sociology and Anthropology at IUP, human services and clinical sociology are combined with a general sociology in the same department.

Other higher educational institutions in our general area offering similar courses include the University of Pittsburgh, University of Pennsylvania, Slippery Rock University, Bloomsburg University, Albright College, Kutztown University, East Stroudsburg University, and Duquesne University.

The following are our examples of course titles and descriptions:

University of Pittsburgh

*3037 Social Policy Analysis 1

This course will attempt to provide students with a theoretical and conceptual framework for understanding public social policy. Includes perspectives on the scope and function of social policy; nature of social problems; rationale for social policy development; national priorities and social welfare policy; issues in social policy implementation; and issues in social policy assessment.

*3034 Contemporary Social Welfare Policies

Social welfare policy from 1945 to the present. Issues examined will include income maintenance, employment, health, and taxation. They will be explored in the broader context of the professionalization and bureaucratization of reform and welfare state ideals.

Slippery Rock University

SASW 250, Social Welfare Institutions

An introductory analysis of social welfare policies, issues, and institutions.

University of Pennsylvania

SOC 002, Public Problems and Public Policy

This course develops the conceptual tools for analyzing "public" problems. Specially, the process by which a society discovers and confronts public problems is highlighted. Various public problems and policies are analyzed. Examples are the underclass, abortion, employment, the loss of community, and the welfare state.

Temple University

SOC 401 Social Welfare Policies and Services

An introduction to American social welfare policies and methods of social service programs in their historical, political and economic context. Methods of social problems analysis.

Bloomsburg University

45.453 Social Welfare Policy

Presents an analytical framework for social welfare policies and services analysis and formulations. Critically examines social policy issues related to the context of social welfare policy analysis and current policies, programs and services in such areas as income maintenance, poverty, health, mental health, housing, aging, child welfare, and corrections.

- A9. Is the proposed course recommended or required by any professional society, accrediting authority, law, or other external agency?

No.

B. INTERDISCIPLINARY IMPLICATIONS

- B1. Will this course be taught by one instructor or will there be team teaching?

This course will be taught by a single instructor.

- B2. Are additional or corollary courses needed with this course, now or later?

No.

- B3. What is the relationship of the content of this course to the content of courses offered by other departments?

The content of this course has no relationship to the content of courses taught by other departments. An inquiry was made with professor John Sitton to insure that this course would not conflict with public policy offerings in the Department of Political Science. See attached letter from Dr. John Sitton, Department of Political Science.

- B4. Is this course possibly applicable in a program of the School of Continuing Education directed to a clientele other than our full time students?

This course is not applicable in a program of the School of Continuing Education. See letter from Nicholas E. Kolb, Dean of the School of Continuing Education.

C. EVALUATION

- C1. What procedures are expected to be used to evaluate student progress?

Each student will be required to be familiar with a specific social problem of his or her choice by doing a term paper and an oral presentation. Other procedures used to evaluate student progress will involve several written examinations and short papers on reading assignments.

- C2. If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student?

This course may not be taken for variable credit.

D. IMPLEMENTATION

- D1. What resources will be needed to teach this course and how adequate is the current situation?

No additional resources will be required to teach this course. Due to a departmental allocation to the Department of Sociology and Anthropology, a number of books related to the social policy area have been

ordered by the library.

D2. How frequently do you expect this course to be offered?

The Spring semester of alternate academic years.

D3. How many sections do you anticipate each time it is offered?

One section.

D4. How many students do you plan to accommodate in a section of this course?

25 students.

DATE: January 17, 1992

SUBJECT: New Course Proposal

TO: Herbert M. Hunter
Department of Sociology and Anthropology

FROM: Nicholas E. Kolb, Dean *Nicholas Kolb*
School of Continuing Education

Most of the students who enter IUP through the School of Continuing Education enroll in lower-level courses. Therefore, it would not be necessary to reserve seats in your proposed course for nontraditional students.

Thanks for checking.

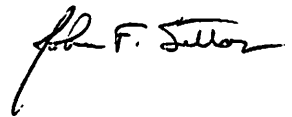
NEK:mk

DATE: January 17, 1992

TO: Dr. Herbert Hunter, Department of Sociology

FROM: Dr. John F. Sitton, Chair of Political Science

SUBJECT: New Course Proposal "Social Policy Issues"



Dear Herb,

Thanks for contacting this department regarding any overlap between the content of your proposed course and courses in our curriculum. I find no substantial overlap. Our courses on public policy and public administration focus primarily on the rubric of public decision-making and political institutions regarding social policy.

We are happy to see you add this course to the university's curriculum.

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number _____
Action _____
Date _____

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE
 COURSE/PROGRAM TITLE Language and Culture
 DEPARTMENT Sociology-Anthropology
 CONTACT PERSON Dr. Anja Olin-Fahle; Dr. Stephen Sanderson

II. THIS COURSE IS BEING PROPOSED FOR:
 Course Approval Only
 Course Approval and Liberal Studies Approval
 Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Marian S. Chail
 Department Curriculum Committee

Thomas Nowak
 Department Chairperson

 College Curriculum Committee

 College Dean*

 Director of Liberal Studies
 (where applicable)

 Provost
 (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted
 to LSC _____
 to UWUCC _____

Semester/Year to be
 implemented _____

Date to be published
 in Catalog _____

Description of Curricular Change

SO 233 Language and Culture 3 credits

Social and cultural functions of language, with particular emphasis on the analysis of non-Western languages.

Description of Curricular Change

SO 233 Language and Culture 3 credits

Social and cultural functions of language, with particular emphasis on the analysis of non-Western languages.

Proposed Changes

The title is being changed from "Cultural Symbolism: Language in Culture and Society."

Justification for Changes

The change is being made primarily to keep the title consistent with the cross-listed anthropology title. Also, a shorter title is desirable.

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number _____
Action _____
Date _____

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE Native Americans
 DEPARTMENT Sociology-Anthropology
 CONTACT PERSON Dr. Anja Olin-Fahle; Dr. Stephen Sanderson

II. THIS COURSE IS BEING PROPOSED FOR:

- Course Approval Only
- Course Approval and Liberal Studies Approval
- Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Miriam S. Chant
 Department Curriculum Committee

Thomas Nowak
 Department Chairperson

 College Curriculum Committee

 College Dean*

 Director of Liberal Studies
 (where applicable)

 Provost
 (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted to LSC _____	Semester/Year to be implemented _____	Date to be published in Catalog _____
to UWUCC _____		

Description of Curricular Change

SO 314 Native Americans 3 credits

Survey of culture history and culture area characteristics of Indians of North America. Detailed study of representative groups related to historical, functional, and ecological concepts.

Description of Curricular Change

SO 314 Native Americans 3 credits

Survey of culture history and culture area characteristics of Indians of North America. Detailed study of representative groups related to historical, functional, and ecological concepts.

Proposed Changes

The title is being changed from "Ethnology of North American Indians."

Justification for Changes

The primary reason for the change is to maintain consistency with the cross-listed anthropology title. Also, a shorter title is desirable.

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number _____
Action _____
Date _____

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE
 COURSE/PROGRAM TITLE Sociology of Sex and Gender
 DEPARTMENT Sociology-Anthropology
 CONTACT PERSON Dr. Kay Snyder; Dr. Stephen Sanderson

II. THIS COURSE IS BEING PROPOSED FOR:
 Course Approval Only
 Course Approval and Liberal Studies Approval
 Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Marian Schatt
 Department Curriculum Committee

 College Curriculum Committee

 Director of Liberal Studies
 (where applicable)

Thomas Nowak
 Department Chairperson

 College Dean*

 Provost
 (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted to LSC _____	Semester/Year to be implemented _____	Date to be published in Catalog _____
to UWUCC _____		

Revised 5/88

[Attach remaining parts of proposal to this form.]

Description of Curricular Change

SO 363 Sociology of Sex and Gender
Prerequisite: SO 151

3 credits

Explores current perspectives on the situations faced by women and men, primarily in the United States. Examines issues such as the impact of sex and gender on socialization, the construction of knowledge, intimate relationships, paid work, family relationships, health, and issues of change.

Description of Curricular Change

SO 363 Sociology of Sex and Gender

3 credits

Prerequisite: SO 151

Explores current perspectives on the situations faced by women and men, primarily in the United States. Examines issues such as the impact of sex and gender on socialization, the construction of knowledge, intimate relationships, paid work, family relationships, health, and issues of change.

Proposed Changes

The number is being changed from 354 to 363. The title is being changed from "Sexual Inequality in Human Societies" to "Sociology of Sex and Gender." The course description has been revised.

Justification for Changes

The number is being changed to indicate that this course is part of a three-course sequence (361, 362, and 363) of social inequality courses. Students must choose one course from this sequence. The change in title was recommended last year by our external evaluator and is more in keeping with the title of the course in other sociology departments. The change in description reflects changes over the years in how the course is taught.

LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: S0361 Social Stratification
Suggested 20 Character Course Title: Social Stratification
Department: Sociology & Anthropology
Contact Person: Herbert M. Hunter

Stephen Sanderson

II. If a course, is it being Proposed for:

- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

Mina S. Chait
Department Curriculum Committee

Thomas Nowak
Department Chairperson

College Curriculum Committee

College Dean *

Director of Liberal Studies
(where applicable)

Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____
to UWUCC: _____

Semester to be implemented: _____

Date to be published in Catalog: _____

Description of Curricular Change

SO 361 Social Stratification 3 credits
Prerequisite: SO 151

Examines leading perspectives in the major sociological subfield of social stratification. Attention drawn to different ways of ranking people in human societies, issues concerning the distribution of income and wealth, the role of political power in determining who gets what, and the causes and consequences of social inequality for specific groups.

Description of Curricular Change

SO 361 Social Stratification 3 credits

Prerequisite: SO 151

Examines leading perspectives in the major sociological subfield of social stratification. Attention drawn to different ways of ranking people in human societies, issues concerning the distribution of income and wealth, the role of political power in determining who gets what, and the causes and consequences of social inequality for specific groups.

Proposed Changes

The course number and description are being changed. The old number is 435, the new number is 361. The old course description appears below.

Examines "Who gets what and why?" Detailed analysis of bases of power for and cohesion of super-rich, middle class, and poor. Also examines mobility and how policies affect inequality in America.

Justification for Changes

The course number is being changed in order to place the course in a three-course sequence (361, 362, 363) from which students must choose one course. The description needed revision because the old description was written years ago by another instructor. The new instructor has provided a new description to reflect his approach.

LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: S0362 Racial & Ethnic Minorities
Suggested 20 Character Course Title: Racial & Ethnic Minorit
Department: Sociology & Anthropology
Contact Person: Herbert M. Hunter
Stephen Sanderson

II. If a course, is it being Proposed for:

Course Revision/Approval Only
 Course Revision/Approval and Liberal Studies Approval
 Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

Miriam Schait Department Curriculum Committee Thomas Monah Department Chairperson

College Curriculum Committee _____
College Dean *

Director of Liberal Studies _____
(where applicable) Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____ Semester to be implemented: _____ Date to be published in Catalog: _____
to UWUCC: _____

Description of Curricular Change

SO 362 Racial and Ethnic Minorities 3 credits
Prerequisite: SO 151

Examines from an historical and comparative perspective the experiences of minority groups with economic and political domination, stereotyping, prejudice, and discrimination. Techniques of majority group domination and the responses of minority groups are discussed. Various reasons are proposed for the different rates and patterns of assimilation and ethnic group success.

Description of Curricular Change

SO 362 Racial and Ethnic Minorities 3 credits

Prerequisite: SO 151

Examines from an historical and comparative perspective the experiences of minority groups with economic and political domination, stereotyping, prejudice, and discrimination. Techniques of majority group domination and the responses of minority groups are discussed. Various reasons are proposed for the different rates and patterns of assimilation and ethnic group success.

Proposed Changes

Course number and description are being changed. Old number is 332, new number is 362. Old course description appears below.

Study of racial, ethnic, and religious minorities and divergent heritage in our national life.

Justification for Changes

The number is being changed in order to place the course in a three-course sequence of social inequality courses (361, 362, and 363) from which students must choose one course. The description needed revision because the old description said little and the course is now taught by a different instructor.

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number _____
Action _____
Date _____

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE World Societies and World Systems
 DEPARTMENT Sociology-Anthropology
 CONTACT PERSON Dr. Stephen Sanderson; Dr. Miriam Chaiken

II. THIS COURSE IS BEING PROPOSED FOR:

- Course Approval Only
- Course Approval and Liberal Studies Approval
- Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Miriam Chaiken
 Department Curriculum Committee

Thomas Mwach
 Department Chairperson

 College Curriculum Committee

 College Dean*

 Director of Liberal Studies
 (where applicable)

 Provost
 (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted to LSC _____	Semester/Year to be implemented _____	Date to be published in Catalog _____
Date Submitted to UWUCC _____	Spring 1994	

Description of Curricular Change

SO 337 World Societies and World Systems 3 credits

Prerequisite: One of the following: AN 110, EC 101 or 121, GE 230, HI 202, PS 101, PS 282, or SO 151.

Detailed analysis of the evolution of human societies, with special emphasis on the modern world system of societies that began to emerge in the 16th century and that has since expanded to include the entire globe.

Topics include: societies during the preindustrial era; the emergence of modern capitalism in the 16th century; relations between developed and less developed societies in the modern world; the ascent and decline of nation-states in the modern world; the current plight of the Third World; the rise and demise of socialism in the 20th century; and various scenarios for the human future.

Description of Curricular Change

SO 337 World Societies and World Systems 3 credits
Prerequisite: One of the following: AN 110, EC 101 or 121, GE 230, HI 202, PS 101, PS 282, or SO 151.

Detailed analysis of the evolution of human societies, with special emphasis on the modern world system of societies that began to emerge in the 16th century and that has since expanded to include the entire globe. Topics include: societies during the preindustrial era; the emergence of modern capitalism in the 16th century; relations between developed and less developed societies in the modern world; the ascent and decline of nation-states in the modern world; the current plight of the Third World; the rise and demise of socialism in the 20th century; and various scenarios for the human future.

Old Catalog Description

SO 237 World Societies and World Systems 3 credits
Prerequisites: None.

Detailed analysis of the evolution of human societies wth emphasis on the evolution of the modern world network of societies that began to emerge in the 16th century and that is continuing at a rapid pace today. Of special concern are 1) the economic and political relationships that integrate the diverse societies of the world into a vast economic and political world-system; 2) the reasons for pronounced differences in economic status and political power among the world's societies; and 3) the shifting economic and political fortunes of individual societies within the modern world-system.

Description of Proposed Changes

The title is unchanged. The course description has been rewritten for greater clarity and informativeness. The number is being changed from 237 to 337. Prerequisites have been added.

Justification for Changes

The course is being taught at too high a level to carry a 200 number. The old course had no prerequisites, but it is now felt that one or more prerequisites will be useful.

66

Department of Sociology-Anthropology
Indiana University of Pennsylvania
Indiana, Pennsylvania 15705

SOCIOLOGY 237
WORLD CULTURES
(WORLD SOCIETIES AND WORLD SYSTEMS)

Spring, 1991

COURSE SYLLABUS

I. General Information

Professor: Dr. Stephen Sanderson

Office & Hours: 120 Keith Hall, phone 357-2732

TR, 11:15-12:15 AM; Wed., 9:30-12:30

II. Reading Materials

Required:

1. Thomas Richard Shannon, An Introduction to the World-System Perspective. Boulder, Colo.: Westview Press, 1989.
2. Daniel Chirot, Social Change in the Modern Era. San Diego: Harcourt Brace Jovanovich, 1986.
3. Peter L. Berger, The Capitalist Revolution: Fifty Propositions about Prosperity, Equality, and Liberty. New York: Basic Books, 1986.
4. A few articles and book chapters and pages on library reserve.

Recommended:

Stephen K. Sanderson, Macrosociology: An Introduction to Human Societies. 2nd edition. New York: HarperCollins, 1991.
(Chapters 4-12, 15, 20.) (Two copies of this book are on library reserve.)

III-A. Course Content

The aim of this course is to understand something about the evolution of human societies throughout world history, with a particular focus on the modern world capitalist economy that began to develop in Europe in the sixteenth century and that has subsequently expanded to cover the entire globe. The course will be a mixture of theoretical analysis and description. A great deal of attention will be given to theory early in the course. The main line of theorizing to which you will be introduced is what is known as "world-system theory." Once the leading concepts and

principles of this theoretical approach have been established, we will begin using them to understand the evolution of the modern world, and the way in which many diverse societies are interrelated within this world, especially in the 20th century.

Apart from an introductory and a concluding lecture, the course is divided into three main segments. The first segment (about 2 weeks) will discuss so-called preindustrial or precapitalist societies: hunting and gathering bands, horticultural and pastoral tribes and chiefdoms, and agrarian states and civilizations. These are societies that have traditionally been studied by anthropologists and historians.

The second part of the course (about 3 weeks) will focus on the basic concepts and principles of world-system theory and will look at the evolution of the capitalist world-economy in Western Europe from the sixteenth to the nineteenth centuries. It will also attempt to understand why this type of economic system originally arose when and where it did.

The third part of the course will take up slightly more than half the semester. As already noted, it will apply world-system theory to understanding the modern world in the 20th century, focusing in particular on questions of political economy and class stratification and inequality. Considerable attention will be given to how various nation-states are tied together into a web of economic and political interdependence. The analysis will proceed to a large extent through the detailed examination of selected nation-states. We will look at several advanced industrial capitalist societies (the United States, England, and Japan), the Soviet Union and the Eastern European state socialist societies, two semi-industrialized capitalist countries (South Africa and Brazil), and several very poor countries (especially in Africa). Of special interest will be the so-called Newly Industrialized Countries, or NIC's -- South Korea, Taiwan, Hong Kong, and Singapore -- and the reasons for the spectacular development they have experienced in recent decades. Also, those underdeveloped countries that have adopted one or another variety of socialism will be examined (especially China and Cuba, but also perhaps Nicaragua, Vietnam, and North Korea).

The course will conclude with a lecture that focuses on the relationship between capitalism, ecological degradation, and warfare; it asks whether the human species is likely to survive much longer and, if so, under what circumstances.

III-B. Course Structure

I will plan to lecture most of the time, but I also hope that we will have a fair amount of class discussion, and perhaps some debate. A course like this, focused as it is on topics of immense relevance to the lives of each and every one of us, should certainly be able to provoke a lot of discussion, debate, and controversy.

IV. Examinations

There will be three essay exams, the final included. Each will count 25% of the final grade.

V. Written Paper Assignment

You are to write an analytical paper of 8-10 double-spaced typewritten pages on Peter Berger's The Capitalist Revolution. The paper should highlight Berger's main arguments and contrast them with the ideas presented in lectures and in the other reading materials. Further instructions for preparing this paper are contained in the large document of guidelines for papers that has been provided to you. It is desirable to get an early start on this paper; in any event, the document of guidelines contains the due dates for the first and final drafts of this paper.

VI. Grading

Your three examinations and your term paper each count as 25% of your final grade. I use a straight percentage system of grading as follows:
85% and above = A; 75-84% = B; 65-74% = C; 50-64% = D; below 50% = F.

VII. Course Outline and Reading Assignments

<u>Week</u>	<u>Topic/Assignment</u>
1: Tuesday Thursday	Course Introduction Some Background Concepts & Theories (Chirot, ch. 1)
2: Tuesday Thursday	Precapitalist Systems: Bands & Tribes Precapitalist Systems: Chiefdoms
3: Tuesday Thursday	Precapitalist Systems: Agrarian Civilizations Precapitalist Systems: Agrarian Civilizations (cont'd)
4: Tuesday Thursday	Marx on Capitalism World-System Theory (Shannon, chs. 1-2)
5: Tuesday Thursday	World-System Theory (cont'd) (Shannon, chs. 5-7) Emergence and Expansion of the Capitalist World-Economy, 1500-1900 (Shannon, ch. 3; Chirot, chs. 3-4)
6: Tuesday Thursday	Explaining the Transition to Capitalism (Chirot, ch. 2; Sanderson, "Evolution of Societies and World-Systems"; Sanderson, <u>Macrosociology</u> , pp. 147-54) FIRST HOUR EXAM
7: Tuesday Thursday	The Capitalist World-Economy in the 20th Century: Overview (Shannon, ch. 4; (Chirot, ch. 5) The Core: The United States -- From Semiperipheral State to Hegemonic Power to Reaganism (Chirot, pp. 160-63, 194-205, 223-30, 233-44)
8: Tuesday Thursday	The Core: England -- From "Workshop of the World" to Thatcherism The Core: Japan -- Eastern Capitalist Giant (Chirot, pp. 124-26, 158-59, 244-47)
9: Tuesday Thursday	Introduction to Theories of Underdevelopment (Chirot, pp. 208-23; reread Shannon, pp. 2-8, 11-13, 15-18, 130-33) The Semiperiphery: South Africa -- Gold, Class Struggle, and Apartheid (Ndabezitha and Sanderson, "Racial Antagonism and the Origins of Apartheid in the South African Gold Mining Industry")

10: Tuesday
Thursday

NO CLASS (Monday classes meet)
The Semiperiphery: Latin America (especially Mexico and Brazil) (Chirot, pp. 183-85, 251-55)

11: Tuesday
Thursday

The Semiperiphery: The East Asian NIC's (Chirot, pp. 247-51, 255-56)
SECOND HOUR EXAM

12: Tuesday
Thursday

The Periphery (Chirot, ch. 7 and pp. 256-61)
The Periphery (cont'd)

13: Tuesday
Thursday

The Soviet Union & Eastern Europe: Socialism or Semiperipheral Capitalism? (Chirot, pp. 147-54 and ch. 10; reread Shannon, pp. 107-11, 157-60)
The Soviet Union & Eastern Europe (cont'd)

14: Tuesday
Thursday

The Socialist Response to Underdevelopment: China and Cuba (Chirot, pp. 186-89, 275-78)
The Socialist Response to Underdevelopment: The Rest

15: Tuesday

Retrospect and Prospect: The Question of Progress and the Future of the World (Sanderson, Macrosociology, ch. 20)

Department of Sociology-Anthropology
Indiana University of Pennsylvania
Indiana, Pennsylvania 15705

SOCIOLOGY 237
WORLD SOCIETIES AND WORLD SYSTEMS

Fall, 1992

COURSE SYLLABUS

I. General Information

Professor: Dr. Stephen Sanderson

Office & Hours: 120 Keith Hall, phone 357-2732

TR, 11:30-12:30 AM; Wed., 9:30-12:30

II. Reading Materials

1. Stephen K. Sanderson, Macrosociology: An Introduction to Human Societies. 2nd edition. New York: HarperCollins, 1991.
2. Thomas Richard Shannon, An Introduction to the World-System Perspective. Boulder, Colo.: Westview Press, 1989.
3. Peter L. Berger, The Capitalist Revolution: Fifty Propositions about Prosperity, Equality, and Liberty. New York: Basic Books, 1986.

III-A. Course Content

The aim of this course is to understand something about the evolution of human societies throughout world history, with a particular focus on the modern world capitalist economy that began to develop in Europe in the 16th century and that has subsequently expanded to cover the entire globe. The course will be a mixture of theoretical analysis and description. A great deal of attention will be given to theory early in the course. The main line of theorizing to which you will be introduced is what is known as "world-system theory." Once the leading concepts and principles of this theoretical approach have been established, we will begin using them to understand the evolution of the modern world, and the way in which many diverse societies are interrelated within this world, especially in the 20th century.

Apart from one introductory and two concluding lectures, the course is divided into three main segments. The first segment (about 2 weeks) will discuss so-called preindustrial or precapitalist societies: hunting and gathering bands, horticultural and pastoral tribes and chiefdoms, and agrarian states and civilizations. These are societies that have traditionally been studied by anthropologists and historians.

The second part of the course (about 3 weeks) will focus on the basic concepts and principles of world-system theory and will look at the evolution of the capitalist world-economy in Western Europe from the sixteenth to the nineteenth centuries. It will also attempt to understand why this type of economic system originally arose when and where it did.

The third part of the course will take up slightly more than half the semester. As already noted, it will apply world-system theory to understanding the modern world in the 20th century, focusing in particular on questions of political economy, class stratification, and other forms of inequality. Considerable attention will be given to how various nation-states are tied together into a web of economic and political interdependence. The analysis will proceed to a large extent through the detailed examination of selected nation-states. We will look at several advanced industrial capitalist societies (the United States, England, and Japan), the former Soviet Union and the Eastern European state socialist societies, two semi-industrialized capitalist countries (South Africa and Brazil), and several very poor countries (especially in Africa). Of special interest will be the so-called Newly Industrialized Countries, or NIC's -- South Korea, Taiwan, Hong Kong, and Singapore -- and the reasons for the spectacular development they have experienced in recent decades.

The course will conclude with a discussion of the pros and cons of capitalism as an economic and social system, and a lecture that focuses on the relationship between capitalism, ecological degradation, and warfare. This lecture asks whether the human species is likely to survive much longer and, if so, under what circumstances.

III-B. Course Structure

I will plan to lecture most of the time, but I also hope that we will have a fair amount of class discussion, and perhaps some debate. A course like this, focused as it is on topics of immense relevance to the lives of each and every one of us, should certainly be able to provoke a lot of discussion, debate, and controversy.

IV. Examinations

There will be three essay exams, the final included. Each will count 25% of the final grade.

V. Written Paper Assignment

You are to write an analytical paper of 8-10 double-spaced typewritten pages on Peter Berger's The Capitalist Revolution. The paper should highlight Berger's main arguments and contrast them with the ideas presented in lectures and in the other reading materials. Further instructions for preparing this paper are contained in the large document of guidelines for papers that has been provided to you. It is desirable to get an early start on this paper; in any event, the document of guidelines contains the due dates for the first and final drafts of this paper.

VI. Grading

Your three examinations and your term paper each count as 25% of your final grade. I use a straight percentage system of grading as follows:
85% and above = A; 75-84% = B; 65-74% = C; 50-64% = D; below 50% = F.

VII. Course Outline and Reading Assignments

<u>Class Meeting</u>	<u>Topic</u>	<u>Reading Assignment</u>
1	Course Introduction	
2	Background Concepts & Theories	Sanderson, chs. 1-3
3	Preindustrial Societies	Sanderson, ch. 4
4	Precapitalist Economic Systems	Sanderson, ch. 5
5	Social Stratification in Preindustrial Societies	Sanderson, ch. 6
6	A. Stateless Societies & the Rise of the State	Sanderson, ch. 11
	B. Social Change in Agrarian Societies	
7	Marx on Capitalism	Sanderson, pp. 183-85
8	World-System Theory	Shannon, chs. 1-2
9	World-System Theory (cont'd)	Shannon, chs. 5-7
10	A. Emergence and Expansion of the Capitalist World-Economy, 1500-1900	Shannon, ch. 3; Sanderson, ch. 7 & pp. 159-70; Sanderson, <u>Social Transformations</u> , pp. 156-73
	B. The Development of Capitalism in Japan	Sanderson, <u>Social Transformations</u> , pp. 173-85
11	Explaining the Transition to Capitalism in Europe and Japan	Sanderson, pp. 147-54; Sanderson, <u>Social Transformations</u> , pp. 185-214
12	EXAM I	

- 13 [The Capitalist World-Economy in the 20th Century: Overview (no lecture)] Shannon, ch. 4;
- Noneconomic aspects of the rise of capitalism: stratification & politics Sanderson, chs. 10 & 12
- 14 Noneconomic aspects of the rise of capitalism: science, religion, and family Sanderson, ch. 16 & pp. 448-55, 464-70
- 15 Noneconomic aspects of the rise of capitalism: slavery, racism, and racial stratification Sanderson, ch. 13
- 16 The Core: The United States, From Semiperipheral State to Hegemonic Power to Reaganism
- 17 The Core: England, From "Workshop of the World" to Thatcherism
- 18 The Core: Japan, Eastern Capitalist Giant
- 19 Theories of Underdevelopment reread Shannon, pp. 2-8, 11-13, 15-18, 130-33; Sanderson, ch. 9
- 20 The Semiperiphery: South Africa -- Gold, Class Struggle, and Apartheid Ndabezitha and Sanderson, "Racial Antagonism and the Origins of Apartheid in the South African Gold Mining Industry"
- 21 EXAM II
- 22 The Semiperiphery: Latin America
- 23 The Semiperiphery: The East Asian NIC's reread Sanderson, pp. 214-17
- 24 The Periphery: Africa
- 25 The Soviet Union & Eastern Europe: Socialism or Semiperipheral Capitalism? reread Shannon, pp. 107-11, 157-60; Sanderson, pp. 173-83
- 26 The Soviet Union & Eastern Europe (cont'd) reread Sanderson, pp. 231-35, 284-88
- 27 Capitalism: What is the Balance Sheet? (discussion of Berger)
- 28 Retrospect and Prospect: The Question of Progress and the Future of the World Sanderson, ch. 20

LIBERAL STUDIES COURSE APPROVAL FORM INSTRUCTION SHEET

Use this form only if you wish to have a course included in a Liberal Studies Learning Skill or Knowledge Area category. Do not use this form for synthesis or writing-intensive sections; different forms are available for these. If you have questions, contact the Liberal Studies Office, 352 Sutton Hall, telephone 357-5715.

This form is intended to assist you in developing your course to meet IUP's Criteria for Liberal Studies and to arrange your proposal in a standard order for consideration by the Liberal Studies Committee (LSC) and the University-wide Undergraduate Curriculum Committee (UWUCC). When you have finished, your proposal will have these parts:

- Standard UWUCC Course Proposal Cover Sheet, with signatures (one page)
- Completed copy of LS General Information Check-List--Parts 1-3 of this form. (one page)
- One sheet of paper for your answers to the four questions in Part IV of this form. (one page)
- Completed check-list for each curriculum category in which your course is to be listed--e.g. Non-Western Cultures, Fine Arts, etc. (one page each)
- Course Syllabus in UWUCC Format.

Note: If this is a new course or a course revision not previously approved by the University Senate, you will also need a catalog description on a separate sheet and answers to the UWUCC Course Analysis Questionnaire. These are not considered by the LSC but will be forwarded to the UWUCC along with the rest of the proposal after the LSC completes its review. For information on UWUCC procedures, see the UWUCC Curriculum Handbook.

SUBMIT ONE (1) COPY OF THE COMPLETED PROPOSAL TO THE LIBERAL STUDIES OFFICE (352 SUTTON HALL). The Liberal Studies Committee will make its own copies from your original; the committee does reserve the right to return excessively long proposals for editing before they are duplicated. (If you happen to have extra copies of the proposal, you are invited to send multiple copies to the LSC to save unnecessary copying.)

PLEASE NUMBER ALL PAGES.

LIBERAL STUDIES COURSE APPROVAL, PARTS 1-3: GENERAL INFORMATION CHECK-LIST

I. Please indicate the LS category(ies) for which you are applying:

LEARNING SKILLS:

- First Composition Course
- Mathematics
- Second Composition Course

KNOWLEDGE AREAS:

- Humanities: History
- Humanities: Philos/Rel Studies
- Humanities: Literature
- Natural Sci: Laboratory
- Natural Sci: Non-laboratory
- Fine Arts
- Social Sciences
- Non-Western Cultures
- Health & Wellness
- Liberal Studies Elective

II. Please use check marks to indicate which LS goals are primary, secondary, incidental, or not applicable. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.

Prim Sec Incid N/A

- | | | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A. Intellectual Skills and Modes of Thinking: |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 2. Literacy--writing, reading, speaking, listening. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Understanding numerical data. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Historical consciousness. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Scientific Inquiry. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 6. Values (Ethical mode of thinking or application of ethical perception). |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. Aesthetic mode of thinking. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | C. Understanding the Physical Nature of Human Beings |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | D. Collateral Skills: |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1. Use of the library. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 2. Use of computing technology. |

III. The LS criteria indicate six ways that courses should contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions and make choices.
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

LIBERAL STUDIES COURSE APPROVAL, PARTS 4-6:

- A. This is NOT a multiple-section, multiple-instructor course.
- B. How will the course include the perspectives of ethnic minorities and women? There is substantial attention given to slavery and racial stratification within the context of the developing capitalist world-economy from the 16th century on. Moreover, a whole class period is devoted to an analysis of apartheid in South Africa and its historical origins. We also look at family and gender relations within the framework of the development of capitalism.
- C. Reading other than a textbook. Students are required to read Peter L. Berger's The Capitalist Revolution and write a critical paper on it. This is a neoconservative defense of capitalism as the most workable economic system yet developed. The book is a scholarly treatise, not a textbook.
- D. The course is intended for students who are concentrating on history and the social sciences and for more general students who have some background in these areas. It is, obviously, not an introductory course, as can be seen from the number (337) and the fact that this proposal involves raising the number to reflect the level and adding prerequisites.

CHECK LIST — LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or preprofessional proficiency.. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Intermediate French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number _____
Action _____
Date _____

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE
 COURSE/PROGRAM TITLE Social Research Methods
 DEPARTMENT Sociology-Anthropology
 CONTACT PERSON Harvey Holtz; Stephen Sanderson

II. THIS COURSE IS BEING PROPOSED FOR:
 Course Approval Only
 Course Approval and Liberal Studies Approval
 Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Marian J. Chait
 Department Curriculum Committee

Thomas Nowak
 Department Chairperson

 College Curriculum Committee

 College Dean*

 Director of Liberal Studies
 (where applicable)

 Provost
 (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted
 to LSC _____
 to UWUCC _____

Semester/Year to be
 implemented _____

Date to be published
 in Catalog _____

Description of Curricular Change

SO 380 Social Research Methods 3 credits

Prerequisites: 9sh in sociology and junior standing

Examines diverse research designs used in the social sciences, i.e., survey, field study, experiment, documentary, and existing statistical data. Focuses both on logic and practice of social research. Students choose either a number of mini-projects or a major research project.

Description of Curricular Change

SO 380 Social Research Methods 3 credits
Prerequisites: 9sh in sociology and junior standing

Examines diverse research designs used in the social sciences, i.e., survey, field study, experiment, documentary, and existing statistical data. Focuses both on logic and practice of social research. Students choose either a number of mini-projects or a major research project.

Proposed Changes

Change of course number from 455 to 380.

Justification for Changes

Our theory and methods courses are being shifted from 400-level to 300-level courses. The theory course (SO 320, new course) is being made a 300-level course in order to encourage students to take it before their senior year. The methods course number is being changed to maintain consistency.

LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: Sociology of the Family
Suggested 20 Character Course Title: Soc of the Family
Department: Sociology-Anthropology
Contact Person: Alex Heckert; Chancy Rawleigh

II. If a course, is it being Proposed for:

Course Revision/Approval Only
 Course Revision/Approval and Liberal Studies Approval
 Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

Mina A. Chait Department Curriculum Committee *Thomas Nowak* Department Chairperson

College Curriculum Committee _____
College Dean *

Director of Liberal Studies _____
(where applicable) Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____ Semester to be implemented: _____ Date to be published in Catalog: _____
to UWUCC: _____

NEW DESCRIPTION

SO 336 Sociology of the Family
Prerequisite: SO151

3c-01-3sh

Sociological study of the family from various theoretical viewpoints. Special emphasis will be placed on the contemporary American family. A variety of topics will be covered such as mate selection, power relationships and roles in the family, parent-child interaction, marital satisfaction, divorce, and others. May be taken for credit along with SO286.

OLD DESCRIPTION

SO 336 Sociology of the Family
Prerequisite: SO151

3c-01-3sh

Sociological study of the family from various theoretical viewpoints. Emphasis on the relation between structure and function of the family and the existing and emerging social environment.

PROPOSED CHANGE:

We are proposing a change of the **course description** in the catalog.

JUSTIFICATION:

We recommend that the course description be changed to reflect the way in which the course is currently being taught. Further, a new family course, SO286 is being proposed which will present a cross-cultural and macrosociological perspective. We wish to make it clear to the students that the content of these two courses is different and that both can be taken for credit.

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number _____
Action _____
Date _____

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE
 COURSE/PROGRAM TITLE Sociology of Religion
 DEPARTMENT Sociology-Anthropology
 CONTACT PERSON Dr. Anja Olin-Fahle; Dr. Stephen Sanderson

II. THIS COURSE IS BEING PROPOSED FOR:
 Course Approval Only
 Course Approval and Liberal Studies Approval
 Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

<u><i>Quinn Clark</i></u> Department Curriculum Committee	<u><i>Thomas Nowak</i></u> Department Chairperson
_____ College Curriculum Committee	_____ College Dean*
_____ Director of Liberal Studies (where applicable)	_____ Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted to LSC _____	Semester/Year to be implemented _____	Date to be published in Catalog _____
to UWUCC _____		

Description of Curricular Change

SO 352 **Sociology of Religion** 3 credits

Prerequisite: SO 151

Nature, role, and function of religious phenomena in human societies will be explored with special attention to certain critical issues as they relate to religion and politics and religion and economics. Some fundamental modes of religious life including ritual forms and mythic expressions will be examined. Other themes such as revitalization movements and processes of secularization in modern societies will be included.

Description of Curricular Change: New Course Description

SO 352 Sociology of Religion 3 credits
Prerequisite: SO 151

Nature, role, and function of religious phenomena in human societies will be explored with special attention to certain critical issues as they relate to religion and politics and religion and economics. Some fundamental modes of religious life including ritual forms and mythic expressions will be examined. Other themes such as revitalization movements and processes of secularization in modern societies will be included.

Old Course Description

SO 352 Sociology of Religion 3 credits
Prerequisite: SO 151

Nature of religion as a universal social institution. Universal and variable features of human religious activity examined, with special attention to causes and consequences of religious belief and action. Specific topics discussed include theories of the origin and persistence of religion; evolution of variant forms of religion; relationship between religion and other social institutions, especially economy, polity, and science; types of religious organization in complex societies; revitalization and messianic movements; and the process of secularization.

Proposed Changes

The course description is being changed.

Justification for Changes

The original description was written years ago, and the course is now taught by different instructors whose focus is different. A new description is needed to reflect this newer focus.

LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: Culture and Personality
Suggested 20 Character Course Title: _____
Department: Sociology-Anthropology
Contact Person: Dr. Stephen Sanderson; Dr. Miriam Chaiken

II. If a course, is it being Proposed for:

- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

<u><i>Miriam Chaiken</i></u> Department Curriculum Committee	<u><i>Thomas Nowak</i></u> Department Chairperson
_____ College Curriculum Committee	_____ College Dean *
_____ Director of Liberal Studies (where applicable)	_____ Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

Description of Curricular Change

Deletion of SO 322, Culture and Personality.

Justification/Rationale

The person who introduced and taught this course has retired and no faculty member wishes to teach it. It is generally felt that the course is no longer important to our programs.

Impact on Existing Courses

Deletion of this course will have no real impact on students or on existing courses and programs.

LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: Urban Sociology
Suggested 20 Character Course Title: _____
Department: Sociology-Anthropology
Contact Person: Dr. Stephen Sanderson; Dr. Miriam Chaiken

II. If a course, is it being Proposed for:

- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

<u><i>Miriam Chaiken</i></u> Department Curriculum Committee	<u><i>Armas Nowal</i></u> Department Chairperson
_____ College Curriculum Committee	_____ College Dean *
_____ Director of Liberal Studies (where applicable)	_____ Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

Description of Curricular Change

Deletion of SO 338, Urban Sociology.

Justification/Rationale

No faculty member is specialized in this area nor wishes to become so. There is no one available to teach the course, and no one feels it is essential to any of our programs.

Impact on Existing Courses

Since the course has not been taught within modern memory, deletion of it will have no impact on our students or on existing courses and programs.

LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: Development of Social Theory
Suggested 20 Character Course Title: _____
Department: Sociology-Anthropology
Contact Person: Dr. Stephen Sanderson; Dr. Miriam Chaiken

II. If a course, is it being Proposed for:

- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

<u><i>Miriam Chaiken</i></u> Department Curriculum Committee	<u><i>Thomas Nowak</i></u> Department Chairperson
_____ College Curriculum Committee	_____ College Dean *
_____ Director of Liberal Studies (where applicable)	_____ Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

Description of Curricular Change

Deletion of SO 443, Development of Social Theory

Justification/Rationale

This course and SO 447, Modern Sociological Theory, are being deleted and their content consolidated in a new course, SO 320, Sociological Theory. A separate proposal is being submitted for the new course.

Impact on Existing Courses

The changes have essentially already been made in practice and the new proposals simply formalize them and make them explicit. There will thus be no significant impact on students, on other courses, or on any of our programs.

LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: Modern Sociological Theory
Suggested 20 Character Course Title: _____
Department: Sociology-Anthropology
Contact Person: Dr. Stephen Sanderson; Dr. Miriam Chaiken

II. If a course, is it being Proposed for:

Course Revision/Approval Only
 Course Revision/Approval and Liberal Studies Approval
 Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

<u><i>Miriam Chaiken</i></u> Department Curriculum Committee	<u><i>Thomas Nowak</i></u> Department Chairperson
_____ College Curriculum Committee	_____ College Dean *
_____ Director of Liberal Studies (where applicable)	_____ Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

Description of Curricular Change

Deletion of SO 447, Modern Sociological Theory.

Justification/Rationale

This course and SO 443, Development of Social Theory, are being deleted and their content consolidated in a new course, SO 320, Sociological Theory. A separate proposal is being submitted for the new course.

Impact on Existing Courses

The changes have essentially already been made in practice and the new proposals simply formalize them and make them explicit. There will thus be no significant impact on students, on other courses, or on any of our programs.

February 8, 1993

TO: Dr. Hilda Richards
Provost

FROM: Sarah W. Neusius *SWN*
Interim Chair,
Sociology/Anthropology

RE: Cultural Area Studies: Latin America Approval

We have a course, Anthropology/Sociology 274, Cultural Area Studies: Latin America which has been held up in the approval process, but which we believe will be approved prior to Fall, 1993. I have attached the revised package of materials on this course which has just been returned to the UWCC Screening Committee. We believe that this revised package will receive approval this Spring.

Dr. Duntley indicates that your approval is required if we wish to teach this course in Fall, 1993. Please approve our listing this course in the Fall, 1993 schedule even though it has not yet been approved by the UWCC. I understand that your signature (along with Dr. Carter's) on this memo will be sufficient. Thank you for your assistance.

Brenda Carter 2/10/93

Dr. Brenda Carter, Dean,
College of Humanities and Social Sciences

Hilda Richards

Dr. Hilda Richards,
Provost and Vice President for Academic Affairs