

## Colonnade Program Course Proposal: Explorations Category

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1. What course does the department plan to offer in Explorations? Which subcategory are you proposing for this course? (Arts and Humanities; Social and Behavioral Sciences; Natural and Physical Sciences)

The department of Sociology would like to propose that Socl 100, "Introductory Sociology," be included in the Social and Behavioral Sciences subcategory of the Explorations Category of the colonnade program.

2. How will this course meet the specific learning objectives of the appropriate subcategory. Please address **all** of the learning outcomes listed for the appropriate subcategory.

1. Demonstrate knowledge of at least one area of the social and behavioral sciences.

Sociology emerged as an academic discipline after the American and French revolutions and the societal revolution brought about via industrialization. Specifically, this social science empirically investigates the impact of society on the individual. The introductory sociology course (i.e., SOCL 100) provides broad knowledge about sociology's unique method of inquiry for investigating the impact of: Culture, Social Structure, Social Institutions, Social Groups, and Social Roles. Specifically, it is the aim of all introductory courses to endow students with "the Sociological Imagination" upon completion of this course. Put simply, the sociological imagination is the ability to critically examine daily life by contextualizing such experiences within the broader societal and historical conditions in which they are embedded.

2. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.

After reviewing the development of the discipline, this course explores the broad theoretical paradigms (symbolic interactionism, functionalism, and conflict theory) sociologists use to explain the world around them. Such theories are then applied throughout the semester to phenomenon such as deviance, family, sport, media, inequality, social movements, and social change (to name a few).

Alongside the introduction of basic theoretical approaches, the process of systematic observation is presented, emphasizing the unique methodological approaches (i.e., ethnography, qualitative interviewing, survey research, content analysis--again to name a few), sociology offers to draw accurate and reliable conclusions about the social world. Like theory, the scientific process of inquiry is used throughout the course to demonstrate how individual concepts (such as race, class, & gender; sport, family, etc.) impact the life of the individual. Part of this process is continually evaluating not only the ethical behavior involved in research

on human subjects but also the ability of these strategies to provide accurate and reliable trends on phenomena which is often abstract in nature.

3. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.

The examination of individual and group treatment on the basis of gender, race/ethnicity, social class, age, religion, and ability is central to the discipline of sociology. In fact, we argue that the meaning of each of these categories is social in nature. To borrow a line from the famous sociologist W. I. Thomas, "If men [sic] define their situations as real, they are real in their consequences." This basic statement relays what sociologists view as "the social construction of reality" and provides a starting point for examining and verifying the impact of the above social statuses which are referred to as "diversity" in today's vernacular.

4. Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.

Sociology demonstrates that individual experiences are typically patterns of behavior which are shaped by social forces. Therefore individual characteristics such as one's race, class or gender result in differential treatment by society, whether that is lower pay or an increased likelihood of incarceration. These consequences are important not only for the understanding the individual cost of a phenomena such as the inequality, but for understanding the public costs as well.

5. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.

Introductory Sociology introduces students to the argot of social scientists (i.e., the process of empirical observation) as well as that unique to sociology (see discussion of "the sociological imagination" and "the social construction of reality" above for 2 concrete examples).

3. Syllabus statement of learning outcomes for course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

Upon completion of this course students should be able to:

- a. Explain the theoretical perspectives and research methodologies used in Sociology.
- b. Illustrate how an individual's race, class, and gender affect his/her experiences in the social world.
- c. Explain the role of social institutions such as family, education, the economy, religion and the polity in shaping our experiences in society.

4. Brief description of how the department will assess the course for these learning objectives.

First, this course will be assessed every Fall. All students enrolled will respond to 50 objective questions which assess the 5 objectives unique to the explorations column of the colonnade<sup>1</sup> (10 questions per objective). The assessment will be administered within the BlackBoard site of each course (the actual participation points awarded to students will be determined individually by each instructor teaching an introductory section that semester). Because it is objective in nature, all assessment (i.e., the full population) will be graded within Blackboard and item analysis will be used to identify objectives which are more and less "successful" using the following rating system.

An "exceptional" rating for a given objective=at least 70% of students answered 9 out of 10 questions correctly.

An "average" rating for a given objective=at least 70% of students answered 7 out of 10 questions correctly.

A "below average" rating for a given objective=less than 70% of students answered 7 out of 10 questions correctly.

Implementation of this assessment will be coordinated by the "general education assessment committee" (a subcommittee of the Undergraduate Curriculum Committee in Sociology). This committee will 1) ensure that all sections comply, 2) evaluate the evidence using the above scale, and 3) communicate recommendations/strategies for improvement to introductory faculty.

5. How many sections of this course will your department offer each semester?

During the Fall semester, approximately 25 sections of Introductory Sociology (serving over 1,000 students) are offered while approximately 15 sections (serving approximately 800 students) are offered each spring. We provide instruction via the web, face to face at both the main and Glasgow campuses, and for dual credit in local high schools. Introductory Sociology is both the first course required and one of the main recruitment tools into the Sociology major. We therefore expect to consistently offer the above number of sections/seats once the colonnade program is implemented.

6. Please attach sample syllabus for the course.

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<sup>1</sup> 1. Demonstrate knowledge of at least one area of the social and behavioral sciences; 2. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences; 3. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience; 4. Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance; and 5. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.

# THE DEPARTMENT OF SOCIOLOGY

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## Introductory Sociology

T TH from 11:10-12:30  
in Grise Hall Room 138

Instructor: Dr. Holli Drummond Office: Grise 111  
Email: holli.drummond@wku.edu Phone: 745-2259  
Office Hours: MTW From 11:30-12:30 or by appointment

**Course Overview:** This course fulfills the Category C (Social and Behavioral Sciences) general education requirement. It will help you attain these general education goals and objectives.

1. The capacity for critical and logical thinking.
2. An appreciation of the complexity and variety in the world's cultures.
3. An understanding of society and human behavior.

Sociology is the scientific discipline that studies how social groups influence human action and interaction. We will learn the methods of inquiry sociologists utilize to examine the influence of gender, race, class, region of the country and type of community, on an individual's values, behavior, and expectations. Students will explore the differences and similarities among cultures within the United States and the world. We will focus on the contribution of social institutions like family, education, the economy, the polity make in shaping a society's knowledge. Through discussion of these sociological issues the course will enable you to think critically about the social world in which we live.

**Learning outcomes unique to this course:** Upon completion of this course students should be able to:

- a. Explain the theoretical perspectives and research methodologies used in Sociology.
- b. Illustrate how an individual's race, class, and gender affect his/her experiences in the social world.
- c. Explain the role of social institutions such as family, education, the economy, religion and the polity in shaping our experiences in society.

**Course Format:** We will be using a variety of materials and approaches to learn about sociology including: readings, small group and large group discussion, writing assignments, videos, and in-class exams.

**Classroom Policy:** Arriving late to class, talking, reading the newspaper, or working on a laptop are not acceptable classroom behavior and are disrespectful to your instructor and other students who want to listen and learn. Turn off cell-phones and other electronic devices before class begins.

**Academic Honesty:** Academic Honesty is a very important issue. I expect your work to be an original effort. If I discover that your work has been plagiarized from another source or you hand in work that is identical to another student, **at minimum** you will receive a zero for that assignment.

**Resource Information:** In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 270 745 5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

If you would like assistance in preparing for this class please feel free to contact me individually.

**Text:**

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Readings posted on our blackboard site.

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**Requirements:**

*Attendance and Class Participation:* 20%- In order to learn the material, you will be required to actively participate in the learning process. Regular attendance and discussion in small and large groups is vital to your success in learning the material in this class. I will pass around an attendance sheet 10 days throughout the semester. **If you are not present at the time the attendance is taken, you will be counted absent. You must be prepared having read all material prior to coming to class.**

In order to evaluate your level of preparation, WE will often THOROUGHLY discuss assigned readings in class. In order to prepare and play YOUR role in YOUR education, I will place questions for most readings on blackboard. The questions that I post should help make the points the author(s) makes clear. You will not be required to submit responses to these questions, rather the questions should help you prepare for class discussion by identifying relevant points of the article to consider.

In addition, I will ask each of you to prepare a response paper—typed 1 page double spaced— in response to 4 readings. For the first article I select, EVERYONE will submit a paper, and I will provide written feedback before the second option is available.

Topics and dates for the remaining 3 papers are identified at “discussion days”—choose any article assigned on a “discussion day” to respond to.

**RESPONSE PAPER CONTENT:** First, you should read the questions for the assigned article posted on blackboard in order to understand the importance of the reading and the points you should retain. Next, think about what you find interesting about the information conveyed by the author and think about these points in relation to your life. Finally, in writing the paper use the first paragraph to convey ONE of the arguments made by the author though IN YOUR OWN WORDS. Wrap up the paper by relating the article to your life and experience in the final

paragraph. The point of these papers is for you to convey a basic understanding of the material and then incorporate your **reaction, insight, or reflection** about the assigned reading for the day. **I DO NOT ALLOW STUDENTS TO SUBMIT PAPERS VIA EMAIL. You must have a hard copy to turn in at the beginning of class.**

*Extra Credit:* Each student may submit an additional (5th) paper in which case I will count only the 4 highest scores.

*Exams:* 70%- We will have four in-class exams which will be multiple choice. Each exam will be worth 17.5% of your final grade. Makeup exams are only allowed in extreme circumstances and at my discretion. To be considered eligible for a makeup you must present your situation to me before the specified exam time. If you are granted a make up exam, you will take it on the day of the final after you have finished the final exam.

*Social Location paper:* 10%- This short paper assignment (2-3 pages) is an exercise in thinking about your own social location in society as organized by the multitude of categories we live within: gender, race, class, sexual orientation, ability, etc. We will spend some class time talking about what should be included in this paper due at the end of the course.

### **Grading:**

Your final grade will be determined from:

Attendance, participation, in-class assignments & response papers.....20%

Four in-class exams.....(17.5% each).....70%

Social Location paper.....10%

Letter grades will be given according to the traditional grading scale: 100-90%=A; 89-80%=B; 79-70%=C; 69-60%=D; 59% and Below=F.

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### **Weekly Schedule:**

The readings may change somewhat throughout the semester. If changes need to be made, I will let you know. You need to have read the readings for each day before coming to class. All readings can be found on blackboard along with specific reading questions for each article.

#### **Week 1**

T 8/31 Review the Syllabus & Introduction to the class.

TH 9/2 Why & How we study sociology

Reading: Henslin, *How Sociologists do research*

#### **Week 2**

T 9/7 TBA

TH 9/9 Research Continued 1<sup>st</sup> **DISCUSSION DAY** Reading: Jacobs, *Dealing Crack: Doing research with streetcorner dealers*

### Week 3

T 9/14 Theory, an attempt at explanation Reading: Goffman, *The presentation of self in everyday life*

TH 9/16 Culture 2<sup>nd</sup> DISCUSSION DAY Reading: Caplow, *Christmas gift giving*

### Week 4

T 9/21 Rules & Sanctions Film: Hooked: Illegal drugs and how they got that way

TH 9/23 Deviance & Social Control 3<sup>rd</sup> DISCUSSION DAY Reading: Chambliss, *The saints and the roughnecks* OR Rosenhan, *Being sane in insane places*

### Week 5

T 9/28 Wrapping up the first section Exam #1

TH 9/30 Exam #1

### Week 6

T 10/5 Socialization & Social Location Film: *Wild Child* Reading: Gracey, *Kindergarten as Academic Boot Camp*

TH 10/7 FALL BREAK

### Week 7

T 10/12 Roles 4<sup>th</sup> DISCUSSION DAY Reading: Adler & Adler, *Backboards & Blackboards: College Athletes and role engulfment*

TH 10/14 Organizations & Work Reading: Thompson, *Handling the stigma of handling the dead* OR Roy, *Banana Time*

### Week 8

T 10/19 Social Structure: Economy 5<sup>th</sup> DISCUSSION DAY Reading: Ritzer, *The Credit Card: Private Troubles & Public Issues* OR Anderson, *Code of the Street*

TH 10/21 Wrapping up the second section

### Week 9

T 10/24 Exam #2

TH 10/26 Social Institutions: Media & Popular Culture Reading: Marger, *The mass media as a power institution*

## Week 10

T 11/2 Institutions: Religion Reading: Durkheim, *The Meaning of Religion*; Freie, *Religion and Community*

TH 11/4 Institutions: Education Reading: Kozol, *Savage Inequalities*

## Week 11

T 11/9 Institutions: Family 6<sup>th</sup> DISCUSSION Reading: Coontz, *The Way we never were*  
OR Schwartz, *Peer Marriage: Love between equals*

TH 11/11 Wrap up 3<sup>rd</sup> Section

## Week 12

T 11/16 Exam #3

TH 11/18 Status & Social Stratification Reading: Katz, *The Importance of Being Beautiful*;  
Stratification Simulation

## Week 13

T 11/23 Status & Social Stratification Reading: Katz, *The Importance of Being Beautiful*;  
Stratification Simulation

TH 11/25 THANKSGIVING BREAK

## Week 14

T 11/30 Social Class in America 7<sup>th</sup> DISCUSSION DAY Morris & Grimes, *Moving up from the working class*

TH 11/2 Race & Ethnic Status 8<sup>th</sup> DISCUSSION DAY Reading: Page, *Showing my color*  
OR Conely *Wealth Matters*

## Week 15

T 12/7 Gender 9<sup>th</sup> AND FINAL DISCUSSION DAY Reading: Thorne & Luria, *Sexuality & Gender in Children's daily worlds* OR Lawson, *Attacking nicely*

TH 12/9 Wrapping up the semester

**Final exam: Monday Dec 13<sup>th</sup> from 8:00-10:00**