

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number LS-11
Action Approved
Date 12-18-88

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE PRINCIPLES OF SOCIOLOGY
DEPARTMENT SOCIOLOGY ANTHROPOLOGY
CONTACT PERSON THOMAS NOWAK

II. THIS COURSE IS BEING PROPOSED FOR:

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

III. APPROVALS

Lawrence Kruckman
Department Curriculum Committee

College Curriculum Committee

Chad Caldwell
Director of Liberal Studies
(where applicable)

Ray Butler
Department Chairperson
W. Staley
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 11/8/88
to UWUCC _____

Semester/Year to be
implemented F'89

Date to be published
in Catalog F'89

Revised 5/88

[Attach remaining parts of
proposal to this form.]

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

Regular Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? yes no

If so, which General Education course(s)? So 151

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
A. Intellectual Skills and Modes of Thinking:	See page one of proposal	
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	XX	_____
2. Literacy--writing, reading, speaking, listening	XX	_____
3. Understanding numerical data	_____	_____
4. Historical consciousness	_____	_____
5. ^{Social} Scientific inquiry	XX	_____
6. Values (ethical mode of thinking or application of ethical perception)	XX	_____
7. Aesthetic mode of thinking	_____	_____
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person	XX	_____
C. Understanding the Physical Nature of Human Beings	_____	_____
D. Certain Collateral Skills:		
1. Use of the library	_____	_____
2. Use of computing technology	_____	_____

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

See page 2 of proposal

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.

See bottom of page 2 of proposal and generic syllabus

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). Your attached syllabus must make explicit that the course meets this criterion.

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.]

See page 3 of proposal

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?

see pages 3 and 4 of proposal

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

See page 4 of proposal

- 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.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

CHECK LIST -- SOCIAL SCIENCES

Knowledge Area Criteria which the course must meet:

- XX 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 coverages of lists of topics.
- XX Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- XX Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- XX Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Social Science criteria which the course must meet:

- XX Explore the critical thinking and analytical skills employed by the discipline to offer meaningful explanations of social and individual behavior.
- XX Acquaint students with the various approaches, perspectives, and methodologies used to examine the intellectual questions and problems of the discipline(s).
- XX Include, where appropriate, discussion of other cultures and subcultures, including minorities, and the roles of women.

Additional Social Science criteria which the course should meet:

- XX Illustrate how a discipline shares common theories and methods with other disciplines in the social sciences.
- XX Promote an understanding of individuals, groups, and their physical and social environment by exploring and analyzing concepts developed in the discipline(s).

PRINCIPLES OF SOCIOLOGY

Part II. Which Liberal Studies Goals Will Your Course Meet?

Our Principles of Sociology course gives students several intellectual skills. These skills are: (a) inquiry, abstract logical thinking, critical analysis and synthesis; (b) literacy; (c) (social) scientific inquiry; and (d) values and ethics. Additionally, some of the Principles of Sociology sections contribute to historical consciousness. Goals A, B, C and D are primary. Other goals listed are secondary. Subsequent sections detail how these goals are met through lecture, discussion and class exercises.

Goal A (inquiry, abstract logical thinking, critical analysis and synthesis) is discussed in sections III E-2, III E-4, and III E-6. It is also discussed on pages four, five and six. These sections detail how lecture and discussion topics develop several intellectual skills. On pages 4-6, we indicate how knowledge area requirements for this social science course will be met. The exercises listed at the end of the generic syllabus also demonstrate concretely how goal A is met through methods other than lecture and discussion.

Goal B is discussed on page five--"Social Sciences Check List-- Knowledge Area Criteria Which the Course Must Meet". Students will become more literate by reading and discussing fiction or nonfiction (examples listed on pages two and three) In some classes students will write journals, short summaries of arguments, or projects such as those suggested at the end of the generic syllabus.

Goal C is met largely through a series of lectures on the social scientific method. Section III E-2 provides specific information on the content of such lectures.

Goal D (values and ethics) is met through lectures and class exercises. One such exercise, "Win As Much As You Can", demonstrates how students can by cooperating gain more resources than by competing. Highly individualistic American students are rarely cooperate in ways in maximize group resources in "Win As Much As You Can". "Star Power" and "Bafa-Bafa" are other simulations used to Principles courses to clarify student values. Additionally, the exercises (e.g., # 4) at the end of the generic syllabus reveal values in American culture.

Principles of Sociology helps students acquire "a body of knowledge essential to an educated person." By helping the student interpret events as part of general patterns, we encourage the student to learn more about his/her own and other societies. Social problems often reflect or constitute "major trends in society" (e.g, racism, unemployment, declining productivity, divorce). Social processes (e.g., socialization, education, development of technology) help us understand how such social trends develop in the United States and other societies. Principles courses are inevitably comparative. American and Western culture is typically analyzed through contrast with other cultures, subcultures and countercultures.

Part III. Does Your Course Meet the General Criteria for Liberal Studies?

A. Since this is a multiple-section, multiple-instructor course, we use several strategies to "assure that basic equivalency exists." Our undergraduate Education Committee will periodically monitor Principles courses. The Committee will collect syllabi from all faculty teaching Principles, review the syllabi, and meet with instructors to discuss ways in which they meet or do not meet the goals for liberal studies generally and the social sciences knowledge area in particular. The Undergraduate Education Committee will also ask faculty to indicate in their syllabi which major sociological concepts the assigned piece of fiction or nonfiction illustrates.

In reviewing courses and syllabi, the Undergraduate Education Committee will use a number of general criteria to assess basic equivalency among Principles Courses. First every Principles section ought to give students exposure to the basic theoretical approaches that sociologists have developed and about which they continually argue. Faculty should spend time introducing students to functionalism, at least some versions of conflict theory, to Weberian insights and to ethnomethodology and symbolic interactionism. Faculty will be free to emphasize one approach over other approaches.

Second, faculty should give coverage to critical subjects such as social stratification, race and ethnicity, gender stratification, political economy and the structure of power, and family organization. There should also be coverage of key concepts like culture, social institutions, socialization, groups and societies, and large organizations. Other topics which are of more interest to some than to others can be optional. Such topics might include religion, deviance, collective behavior, population, sport and recreation, art, aging, health and medicine, etc. For many instructors social change and an analysis of major social trends will be a focus through out the course. For example, in a unit on socialization faculty typically discuss life cycle and changes in the life cycle among different generations. Faculty examining gender, race, and class stratification inevitably discuss changes in the position of men and women, ethnic groups, and occupational groups in American society over time.

B. Principles of Sociology courses give strong attention to the perspectives of ethnic minorities and women. Gender stratification and race and ethnicity are basic areas of sociological concern and get serious treatment in introductory courses. Instructors typically spend from two to three weeks on sex and gender and race and ethnicity. In these units they explore topics such as patterns of interaction among ethnic groups; similarities and differences in the historical experience of different ethnic groups; the links between class and ethnicity; and characteristics of different ethnic groups such as Blacks, Asians, Hispanics, American Indians, and Whites. Topics common in a unit on sex and gender include: the economic and political roles

of genders cross-culturally; patriarchy and sexism; gender and socialization, and gender and social stratification.

C. The primary book in our Principles of Sociology Course will typically be a text such as John Macionis, Sociology, Light Keller, Principles of Sociology, Ian Robertson, Sociology, Steven Sanderson, Macrosociology, etc. Many appropriate works of fiction or nonfiction exist to supplement the texts. While list of fiction or nonfiction suitable for a Principles class is endless, we briefly discuss a number of novels used successfully in Principles courses at IUP and other universities. (1) Theodore Drieser, The Titan. The rise of a street railway magnate in Chicago. An outstanding description of local political at the turn of the century and of the relationships between political and economic elites. (2) James T. Farrell, The Young Manhood of Studs Lonigan. A good portrait of working class life and culture. (3) Shaun Herron, The Whore Mother. Good portrait of a terrorist group -- IRA members in Northern Ireland. Use to analyze contra-cultures and why people obey and disobey norms. (4) Sue Kaufman, The Diary of a Mad Housewife. Deals with the effects of opinions of others upon the development of self-identity. Also good for the analysis of sex roles. (5) Ken Kesey, One Flew Over the Cuckoo's Nest. Outstanding for the discussion of why people obey norms. (6) John P. Marquand, The Late George Apley. Excellent description of upper-class culture and behavior in late nineteenth century Boston. Also useful for the analysis of the development of self-identity. (7) C.P. Snow, The New Men. The bureaucratic processes involved in Britain's development of the atomic bomb. Good for the analysis of the upper levels of bureaucratic structures and for the role of the bureaucracy in political systems. (8) Richard Wright, Black Boy. Autobiography of Wright's childhood and youth. Useful in discussing the development of identity and why people obey norms. (9) Langdon Gilkey, Shantung Compound. Deals with the development and collapse of social structures within an WWII Japanese internment camp. This book provides a fine basis for the application of functionalism and conflict theories on the emergence, maintenance and breakdown of social structures. (10) Alice Walker, The Color Purple, dramatic account of a Black woman's struggle for identity and freedom from male domination. Useful in discussing gender roles, minority relations, and self actualization.

Appropriate nonfiction might include (1) Marvin Harris, Cannibals and Kings. A provocative analysis of the interrelationship of human culture to the physical environment focusing on topics such as warfare and political leadership (2) Studs Terkel, Working. A record of thoughts and moods of different workers. Useful in stratification, complex organizations.

D. Relatively few of our majors declare their major before taking a Principles of Sociology course. Since our Principles courses are intended for a general student audience, some of whom will never take another sociology course, we feel it is artificial to make a distinction between Principles courses for majors in sociology and nonmajors. Principles of sociology courses designed to meet the goals

of Liberal Studies are also appropriate as an introductory course for beginning majors.

PART III SECTION E.

Principles courses contribute in several ways to student's abilities. (1) Such courses typically confront major ethical issues in illustrating how the dominant theoretical perspectives in Sociology color social analysis and often lead to a conservative, liberal, visionary or radical critique of society. In so doing, we sensitize students to their own biases about racial and occupational inequality, gender stereotypes, interpersonal relations, etc. Once students become more aware of their own prejudices and how such prejudices influence their behavior, and how groups and individuals currently and historically have combatted injustice, our students are better positioned to make ethical choices and take responsibility for them. (2) By alerting students to the social forces which shape their behavior, and how to use techniques common in the social sciences to define and analyze problems Principles courses again contribute to students' abilities. Typically we begin with major theoretical approaches to the study of society and the interplay between theory and method. We quickly follow with a discussion of the different tools and techniques (e.g., survey analysis, participant observation) used to accumulate information and interpret and analyze such information. We discuss the nature of scientific evidence, the logic of science, how one examines relationships among variables and limitations on the logic of science. We also examine methods of sociological research (e.g., experiments, survey research, historical analysis, participant observation, etc.). (3) A number of our current Principles of sociology classes encourage (and will continue to do so) considerable student dialogue through simulations, discussion and other activities which encourage speaking in class. Since Principles is a multiple instructor and section course, we will not limit an instructor's choice of teaching techniques. Some instructors will encourage speaking in class while others will largely lecture. (4) The sociological perspective, according to Macionis, "involves detaching oneself from familiar explanations of the social world in order to gain new insight that at first may seem somewhat strange" (Macionis, pg. 2). In challenging students' common perspectives and assumptions, instructors of Principles courses will encourage students to think creativity about a wide range of issues. (6) Current issues, thoughts, institutions and events are widely discussed in Principles of Sociology classes. When we examine family structure, we not only analyze reasons why families have changed in the United States (e.g, change in occupational opportunities for women, changes in levels of education for women, changes in how women perceive themselves), but also examine how new family structures--dual career households, female headed households--affect caring for children and stress within the household. When we discuss culture, small groups and bureaucracy we raise questions about the relationship between the high degree of individualism found in American culture and falling productivity (relative to Japanese and Korean workers) characteristic among many groups of American workers.

Stratification, a central topic in sociology, includes discussions about the division of the middle class into a relatively affluent (often two-professional) upper middle class and (with the destruction of many unionized blue collar jobs) and falling income lower middle class. Many communities are now exploring how they might provide affordable housing for this latter group. These examples could be expanded almost indefinitely.

SOCIAL SCIENCES CHECK LIST

Knowledge Area Criteria which the course must meet

Several techniques used in Principles of Sociology classes assure that concepts, themes and events are covered in sufficient depth and lead students to an appreciation of what is currently studied. Most Professors favor one of the dominant theoretical perspectives in sociology and use this perspective to organize many topics. A conflict theorist, for example, views society as a system characterized by groups' struggles over resources, social inequality and social conflict that often leads to change. Conflict theorists typically examine how different institutions create, perpetuate or exemplify inequality. Such a theorist might ask, for example, how does gender socialization within the family perpetuate gender tracking that reinforces male economic dominance. In describing some of the unifying elements in his course, one faculty member writes "my own course is built around a kind of evolutionary materialism, and it draws heavily on the cultural materialism of Harris, on some aspects of Marxism, and on some elements on neo-Weberian conflict theory....I also make student highly aware of theoretical interpretations that differ sharply from my own (especially functionalism and idealism), so they end up with a broad picture of sociological debates and controversies." It is such unity that adds depth to much of our analysis of the different concepts and themes discussed in Principles classes. At the same time our appreciation of theories that differ from those we favor, enables students to understand the complexity of social analysis.

Second, faculty constantly link concepts to each other in their effort to understand complex social phenomena. For example, one cannot discuss social inequality without also discussing a) the emergence of racial and ethnic subcultures b) the process of socialization in different classes and ethnic groups c) the tendency of dominant groups in corporations to perpetuate themselves d) the relationship between corporate and political power in America, and e) the short run profit orientation of many corporations and willingness of shift capital abroad, etc.

As already indicated, Principles courses suggest the major intellectual questions which interest practitioners of sociology and explore important theories. Such questions are raised by debates between Marxists, neo-Marxists, Weberians, neo-Weberians, functionalists, cultural materialists, ethnomethodologists, etc. While we are unable

to thoroughly explore all the subtleties in these debates we do demonstrate to students how these different theories "suggest what questions should be asked and how answers produced by research should be interpreted." (Ritzer (1983). By contrasting theories to each other, we critically explore strengths and weaknesses of different theories.

Our Principles of Sociology courses allow students to understand and apply methods of inquiry common in the discipline. We teach students how to use techniques common in the social sciences to define and analyze problems. Principles courses again contribute to students' abilities. Typically we begin with major theoretical approaches to the study of society and the interplay between theory and method. We quickly follow with a discussion of the different tools and techniques (e.g., survey analysis, participant observation) used to accumulate information and interpret and analyze such information. We discuss the nature of social-scientific evidence, the logic of science, how one examines relationships among variables and limitations on the logic of science. We also examine methods of sociological research (e.g., experiments, survey research, historical analysis, participant observation, etc.).

Through journals, logs, short summaries, projects (e.g. short analysis of what toys tell us about gender roles) some of our instructors have and will continue to encourage student writing and thinking skills. Many of our instructors also spend some time explaining how to interpret statistical tables and generally how to use and interpret numerical information. Our discussions of the social scientific method and how sociologists use social theories to frame questions introduce students to deductive reasoning.

SOCIAL SCIENCE CRITERIA WHICH THE COURSE MUST MEET

Through the social scientific method we explore the critical thinking and analytical skills employed by sociologists. We emphasize that society is composed of identifiable parts which relate to one another. Irrespective of how we label such parts (e.g., variables), we raise questions about measurability and how to phrase the cause the effect relationships among variables that we continually explore. We are painfully aware of how difficult much social science research is and emphasize to students that "objectivity" in such research is frequently illusive.

As previously indicated, we acquaint students with the various approaches, perspectives and methodologists used to examine the intellectual questions and problems of the discipline. Typically we begin with major theoretical approaches (conflict theory, functionalism, ethnomethodology, historical materialism) to the study of society and the interplay between theory and method. We quickly follow with a discussion of the different tools and techniques (e.g., survey analysis, participant observation) used to accumulate information and interpret and analyze such information. We discuss the

nature of scientific evidence, the logic of science, how one examines relationships among variables and limitations on the logic of science. We also examine methods of sociological research (e.g., experiments, survey research, historical analysis, participant observation, etc.).

Principles of Sociology courses give strong attention to the perspectives of ethnic minorities and women. Gender stratification and race and ethnicity are basic areas of sociological concern and get serious treatment in introductory courses. We have already discussed in some detail the specific topics which are typically taught in Principles classes.

ADDITIONAL SOCIAL SCIENCE CRITERIA WHICH THE COURSE SHOULD MEET

Since the boundaries between the disciplines in the social sciences are not distinct, there are several ways in which we illustrate how sociology shares common theories and methods with other disciplines. Important historical thinkers such as Marx and Weber heavily influenced economics, political science, anthropology and sociology. Some instructors discuss these cross disciplinary influences in class. When we discuss socialization we inevitably discuss findings and theories of important psychologists such as Freud, Erikson and Kohlberg. Issues concerning gender stratification and socialization typically include research and theories developed by anthropologists, psychologists, and other social scientists. Both sociology and political science are heavily indebted to Weber for his analysis of authority and bureaucracy.

Central to the study of sociology is an understanding of how individuals and groups are affected by their social and physical environment. In her analysis of organizations, Rosabeth Kanter, for example, argues that rank within a bureaucratic hierarchy is related to ascribed statuses such as sex, race and ethnicity. Members of the dominant ethnic groups (white males) are likely to form an ingroup and gain greater respect, credibility and access to informal networks that advance their careers. Cultural ecologists such as Marvin Harris demonstrate the important interplay between culture and natural environment.

PRINCIPLES OF SOCIOLOGY
Generic Syllabus
SO 151

OVERVIEW OF THE COURSE

In the first part of this course we ask: "Just what is sociology?"; "What core of knowledge exists in sociology?"; "What do sociologists do?". You will learn about the basic theoretical approaches that sociologists have developed and about which they continually argue. Such approaches include functionalism, at least some versions of conflict theory, Weberian insights and ethnomethodology and symbolic interactionism.

We cover critical subjects such as social stratification, race and ethnicity, gender stratification, political economy and the structure of power, and family organization. We also examine key concepts like culture, social institutions, socialization, groups and societies, and large organizations. Topics which some but not all faculty discuss include religion, deviance, collective behavior, population, sport and recreation, art, aging, health and medicine, etc. Social change and an analysis of major social trends will be a focus through out the course. For example, in our unit on socialization we typically discuss life cycle and changes in the life cycle among different generations. When we examine gender, race, and class stratification we inevitably discuss changes in the position of men and women, ethnic groups, and occupational groups in American society over time. We encourage you to interpret events as part of general patterns and understand how major social trends develop in the United States and other societies.

This course is also aimed at relating sociology to your own life and how you are affected by society. Learning about sociology will hopefully make your life a little easier, more interesting, and more meaningful. Some things you may gain from this course are: (1) an increased understanding of contemporary life and social change, (2) an increased understanding of personal development (how you got to be the way you are), (3) increased social awareness (what are some of the forces that shape your behavior each day), (4) the development of intellectual skepticism, and (5) an increased ability to imagine alternatives.

OBJECTIVES FOR THIS COURSE

This course has several objectives. In this course we want you to: 1) develop the ability to use the language of the discipline for sociological explanations of behavior 2) understand the difference between sociological and other social scientific explanations 3) identify and examine sociologically "interesting" and relevant problems 4) differentiate and compare several theoretical perspectives within the discipline 5) make causal statements of the relationship

between two or more social variables that help "explain" certain social realities 6) analyze and interpret sociologically relevant statistics and significant data patterns, e.g, tables, charts, graphs, 7) demonstrate a comprehensive conception of the relationship among the individual, group, and larger social structures of a given social order, and 8) develop a deeper and clearer understand of self and society.

COURSE MATERIALS

Different instructors will use various texts and supplementary books in this course. These include texts such as

1. Donald Light, Jr., and Suzanne Keller, Sociology, Fourth Edition (Knopf, 1985).
2. John J. Macionis, Sociology, Second Edition (Prentice Hall, 1988)
3. Steven Sanderson, Macrosociology, (Harper and Row, 1988).
4. Ian Robertson, Sociology, (Worth, 1987)

Supplementary fiction and nonfiction includes: (1) Theodore Drieser, The Titan. The rise of a street railway magnate in Chicago. An outstanding description of local political at the turn of the century and of the relationships between political and economic elites. (2) James T. Farrell, The Young Manhood of Studs Lonigan, A good portrait of working class life and culture. (3) Shaun Herron, The Whore Mother, Good portrait of a terrorist group -- IRA members in Northern Ireland. Use to analyze contra-cultures and why people obey and disobey norms. (4) Sue Kaufman, The Diary of a Mad Housewife. Deals with the effects of opinions of others upon the development of self-identity. Also good for the analysis of sex roles. (5) Ken Kesey, One Flew Over the Cuckoo's Nest. Outstanding for the discussion of why people obey norms. (6) John P. Marquand, The Late George Apley. Excellent description of upper-class culture and behavior in late nineteenth century Boston. Also useful for the analysis of the development of self-identity. (7) C.P. Snow, The New Men. The bureaucratic processes involved in Britain's development of the atomic bomb. Good for the analysis of the upper levels of bureaucratic structures and for the role of the bureaucracy in political systems. (9) Richard Wright, Black Boy. Autobiography of Wright's childhood and youth. Useful in discussing the development of identity and why people obey norms. (10) Langdon Gilkey, Shantung Compound. Deals with the development and collapse of social structures within an WWII Japanese internment camp. This book provides a fine basis for the application of functionalism and conflict theories on the emergence, maintenance and breakdown of social structures. (11) Alice Walker, The Color Purple, dramatic account of a Black women's struggle for identity and freedom from male domination. Useful in discussing gender roles, minority relations, and social change.

Appropriate nonfiction might include (1) Marvin Harris, Cannibals and Kings, A provocative analysis of the interrelationship of human culture to the physical environment focusing on topics such as warfare and political leadership (2) Studs Terkel, Working, A record of thoughts and moods of different workers. Useful in stratification, complex organizations. (3) John Sculley, Odyssey, Engaging account of corporate politics and power. Useful in discussing the interaction between structure and personality in large scale organizations, corporate socialization and corporate subculture.

METHOD OF EVALUATION

We list below the method of evaluation used by some faculty. For most students, course grades will be based on the total number of points accumulated from four multiple-choice exams, each accounting for one-fourth of the course grade. Exams will cover not only the materials presented in lectures and readings for that particular one-quarter of the course, but also materials from other in-class activities such as simulation games, films, discussions, and group exercises. Each exam (including exam #4) is non-cumulative, covering only readings and class materials from that particular one-quarter of the course.

Additionally, you may choose to do a class project if you want to improve your grade, in which case the lowest of your first three test scores will be eliminated and your project score--if higher--will be substituted for it. The projects are explained in more detail at the end of the syllabus. Except in cases of plagiarism or fabrication, the projects will only be used to help your grade but never to hurt it. Regardless of whether you do a project or not, everyone is required to take the fourth exam given during finals week.

If you would prefer being evaluated by another method, please see me during the first week of class. I am willing to work out with any interested students alternative methods of evaluation that are mutually acceptable - - for example, weekly reaction papers to the readings and class sessions.

READING ASSIGNMENTS BY TOPIC

(NOTE: Readings should be completed BEFORE the first class meeting on each of the designated topics, since they will be useful background for class discussion and some of the readings will be discussed. During the last class meeting on each of the designated topics, I will answer any questions you may have about that topic's readings. Exams will include specific questions on those readings as well as on the text and in-class activities.)

Sept. 7:

INTRODUCTION

Sept. 9 & 12:

THE SOCIOLOGICAL EYE

Sept. 14, 16 & 19: METHODS AND SCIENCE IN SOCIOLOGY

Sept. 21, 23 & 26: CULTURE

Sept. 28: EXAM #1 WILL BE GIVEN DURING CLASS MONDAY,
SEPTEMBER 28.

Sept. 30 &
Oct. 3 INTERACTION AND SOCIAL STRUCTURE

Oct. 5, 7 & 10: SOCIALIZATION

Oct. 12, 14 & 17: SEX ROLES

Oct. 19 & 21: SOCIAL GROUPS

Oct. 24 EXAM #2 WILL BE GIVEN DURING CLASS MON.,
OCT. 24

Oct. 26, 28 & 31: DEVIANCE AND SOCIAL CONTROL

Nov. 2, 4 & 7 CLASS, STATUS AND MOBILITY

Nov. 9, 11 & 14: POWER, POLITICS AND ECONOMICS

Nov. 16: EXAM #3 WILL BE GIVEN DURING CLASS WED.,
NOV. 16

Nov. 18, 21 & 28: RACIAL AND ETHNIC RELATIONS

Nov. 30, Dec.
2 & 5 THE FAMILY

Dec. 7 & 9: EDUCATION

Dec. 12, 14 & 16: SOCIAL CHANGE AND TECHNOLOGY

Dec. 12: Optional project due by the beginning of class
Mon., Dec. 12

FINALS WEEK: EXAM #4 WILL BE GIVEN DURING FINALS WEEK

CLASS PROJECTS (optional)

As mentioned previously, you may try to improve your course grade by completing one project (maximum) designed to relate a specific course

concept to the world around you. The projects are an opportunity for you to examine some topic broadly related to sociology in which you are interested, using such methods as surveys, intensive interviews, and/or systematic observations on topics broadly related to the course. "Think papers" or papers based solely on library research are not acceptable. A requirement in doing any project is to show how your analysis relates to specific course concepts and materials.

Below are examples of four possible projects you might do--two on socialization and two on social change. If you choose to do one of these projects, make sure you answer all of the questions that are asked--and see me if you want further clarification about what is expected. You may also, if you prefer, substitute another project of your own choosing. Anyone planning to do an original project, however, must talk with me first and get my approval on what you plan to do.

Projects will be graded on such criteria as clarity, logic, defense of argument, comprehensiveness, and demonstrated understanding of relevant course materials. In your project make sure that you do not overgeneralize: note examples that provide exceptions to your argument as well as those that substantiate it. Also, be sure to include concrete detail and relate that detail to relevant course materials. While there is no minimum or maximum length for the projects, your project must be long enough to answer all of the questions asked for each of the projects listed below in a detailed and convincing way. I would doubt that anyone could do an adequate project in less than a minimum of 4 or 5 typewritten pages (projects need not be typed if they are legibly written). Make sure to include with your report all completed questionnaires or any actual notes taken during interviews or systematic investigations.

All projects will be due by the beginning of class Monday, December 12.

I. Socialization and the Self

A. Project 1:

Through the process of socialization, individuals "acquire those modes of thinking, feeling, and acting that are necessary to effectively participate in the larger human community." In this process, children and adults are taught appropriate behavior, the norms of the group or society, and the values and beliefs of that society. In our society, children are socialized by their parents, schools, and peers. In early childhood, toys can be viewed as very effective tools of socialization. Children can be socialized into roles, for example, by imitating others. Little girls are given toy stoves, dishes, and baby dolls to prepare them for the adult roles associated with being a wife and mother, while boys are given toy cars, trucks, and tools to prepare them for male roles. Toys can also give insight into other aspects of a society. Before and during the early stages of the Vietnam War, many guns and war toys were offered for sale in toy departments. As support for the war declined, so did the number of guns and war toys on the

shelves of toy departments. After the negotiation of peace, war toys and guns became more abundant again.

In this exercise, you are to go to a store and systematically observe the toys and games offered for sale. Write a report including all of the following information and any ideas of your own that come to you while doing the exercise. In answering the questions, be sure to cite concrete examples from the toys you actually observed to back up your points, and note examples that provide exceptions to your argument as well as those which substantiate it. Also, indicate when and where you made your observations.

1. What can you tell from the toys about the values of this society? (Discuss the various values that you find reflected in the toys. Make sure you use the term "societal values" accurately as sociologists use that concept.)
2. Describe in concrete detail the sex roles reflected in the toys, making it clear how these sex roles are evident in the toys themselves. Also, are the toys represented in any way that defines who should be in the roles? Among other things, look at the packaging and how the toys are displayed.
3. In what ways can you see changing attitudes about men and women's roles represented by the toys? In what ways do attitudes about sex roles remain the same?
4. What norms of this society (other than those related to sex roles) are reinforced by the toys? Describe in concrete detail how these norms are evident in the toys themselves.
5. Looking at the games, what societal values are represented the most?

Project 2

Systematically watch a series of children's TV programs or read some children's magazines. Describe in concrete detail what you observed, indicating the names and dates of the specific programs or the magazines you chose to analyze, and how frequently you observed them. What can you learn from the programs or magazines about the values, norms, and roles of this society? Use questions 1 through 4 from the preceding project and add one of your own that reflects your own interests or what you have picked up in class or the readings.

II. Social Change

Project 3

Using magazines as indicators, look at rates of social change. At the library select a popular weekly magazine for example, Time, U.S. News and World Report, Life, or

Newsweek) that appeals to you. (I have a list of the popular magazines available in the IUP library, indicating issues available and their location, if anyone would like a copy.) Then select some specific issue of the magazine at 5-year intervals (a total of 8 issues of the magazine, using as much as possible the same week or month of the year for each issue examined) beginning with 1987 or 1988, and going back to 1952 or 1953. Scan the magazines looking for change as well as the mechanisms of change. Pay attention to two things:

1. Advertising and other visual material in the magazine--technology in relation to the product advertised or the quality of the ad, styles of dress, length of hair and dresses, amount of body shown, social distance and interaction (e.g., are actors touching each other?), race relations (e.g., when do blacks begin to appear with whites, as well as alone in advertising?), type of products being advertised (e.g., is it personal or less intimate?; is the setting of the ad formal or informal?; does it involve the family or is it a single individual or a group?).

2. Some content theme of interest to you--look in more detail at some particular feature (like the sports, business or education section), and note the changes that have occurred over the 35 years in social values, roles, technological advances, etc.

MAKE SURE TO CONSIDER EACH OF THE ITEMS MENTIONED IN #1 AND #2 ABOVE. TRY TO SUMMARIZE WHAT YOU HAVE SEEN AND ANALYZE IT SHOWING WHEN POSSIBLE THE INTERRELATEDNESS OF YOUR TWO SETS OF DATA. What parallels are there in the two sets of data (advertising and your particular area of interest) which help to explain change? How are different factors related and what major components do you recognize as being critical to social change?

Project 4:

Inquire among your friends to find out who among them has parents and grandparents still living in the same locale as you are. Choose one of the specific value-conflict issues listed at the end of this assignment and interview separately your friend, his/her parent, and his/her grandparent (three generations of the same sex in one family) about the value-conflict issue to find out each person's views. Beforehand, write up a series of interview questions, to be handed in, that you think will show most adequately and comprehensively the specific views of each generation on this issue. Also include questions on the background of each person (e.g., education, occupation, place of residence, specific experiences) which you think may help to explain similarities and differences between the generations.

During the interview take detailed notes in the person's own words on what each person has to say about the value-conflict issue. In your report answer all of the following questions: What value differences exist between the generations? What do you think accounts for these

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differences? (education? experience? etc.?) In what ways are the views of the three generations similar to one another, and what do you think accounts for these similarities? Do you think the intergenerational differences would have been more or less extreme in a similar family if you had chosen three individuals of the opposite sex from the one you did choose? Why or why not? (Make sure in answering this question that you consider our readings and discussions about sex roles in American society, among other things) In your report, include your interview notes (both your actual interview questions and each person's responses to them), as well as your analysis of the results.

Value-conflict issues (Note: Make sure to ask a broad range of questions that will show clearly each person's views about the specific issue area that you are investigating, not simply their personal behavior. Also make sure that you have asked a wide enough variety of questions on all aspects of your topic that value differences will be evident if they do exist.):

- sexual permissiveness
- patriotism
- need for and importance of close ties with relatives
- religion and church attendance
- importance of scientific activity
- use of nonprescription drugs (such as marijuana and cocaine)
- importance of hard work and saving
- health and eating habits
- material possessions
- hedonism (living to satisfy needs for personal pleasure)
- capital punishment

REPORT OF LIBERAL STUDIES COMMITTEE ACTION

Approved (Regular)
MINUTES -- LSC -- 12-15-88

PRESENT: Pickering, Nowak, Wingard, Streifthau, Hudson, Kot, Mitchell, Shirey, Cashdollar, Eisen

GUESTS PRESENT: Drs. Snyder and Kruckman (Sociology-Anthropology) and Dr. Begg (Geography and Regional Planning)

On a Nowak/Pickering motion: SO 151 Principles of Sociology and AN 110 Introduction to Anthropology were approved; AN 213 World Archaeology was approved with the following change: add "historical consciousness" and "values" to the items checked for II-A.

On a Hudson/Pickering motion, GE 101 Introduction to Geography was returned to the department for the following changes:

(a) inclusion of a syllabus which shows how III-B (women/minorities) and III-C (reading) are met.

(b) expansion of II-A to more adequately reflect the possibilities for the course

(c) revision of III-A to read: "Those teaching the course will exchange syllabi and will meet at least once a semester to discuss the course and its fulfillment of the Liberal Studies criteria and to recommend to each other or the department any necessary changes."

On a Pickering/Nowak motion: GE 102 Geography of US and Canada, GE 103 Intro to Human Geography were approved with the inclusion of a new answer to III-A [see (c) above]; GE 104 Geography of the Non-Western World was approved with the inclusion of the new catalog description [distributed by Begg] and the same revised answer to III-A.

Brief discussion was held on the difficulties which the Music department is having in adjusting its curriculum to meet Liberal Studies, and the possibility of a revised music history course meeting the criteria for "Fine Arts." The committee indicated its willingness to receive such a proposal, but, of course, withheld any conclusion until having reviewed the material.

There was discussion of distributing some of our better proposals so that other departments might see more clearly what we are looking for. SO 151 and GS 110 were considered good examples. Members indicated other advice which might be included in a cover letter; the chair will provide a draft for the next meeting.

LIBERAL STUDIES

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December 15, 1988

SUBJECT: AN 110, AN 213, SO 151

TO: Kay Snyder

FROM: Liberal Studies Committee

At our December 15 meeting, we approved without change your proposals for the following courses:

AN 110 Introduction to Anthropology

SO 151 Principles of Sociology

We also approved AN 213 World Archaeology with one change--that "historical consciousness" and "values" be added to the items checked as Goals under II-A. From our discussion with you, we believe this to be a friendly amendment, and so we will add the checkmarks to our copy and refer the reader to the second paragraph of III-B for an example of historical consciousness and to III-E-1 for an example of values. We trust you will make the same changes on your file copy.

Thanks for doing such a good job with your proposals!