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**Ohio Articulation Number (OAN)
Course Submission Form
2005-2006**



College/University Miami University

Course(s) Submitted(Title & Course #) Social Relations & US Cultures SOC 152 for
Ohio Articulation Number OSS021

Date 8/10/2006 Course 1 of a 1 Course OAN mapping.

Name and title of individual submitting on behalf of the college/university

Name Carol Jones Title Assistant Registrar

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Oxford, OH 45056

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Phone 513.529.8707

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Credit Hours 4 qtr sem X

Lecture Hours 4

Laboratory Hours _____ (if applicable)

Pre-Requisites(s) Course work (if applicable)

See course description

Placement Score (if applicable)

(Name of test) _____

(Domain) (Score) _____

Catalog/Course Description (Includes Course Title and Course #)

MPF 152 Social Relations and U.S. Cultures (4) Introduction to and application of the principles, methods, and major theoretical orientations of sociology in providing a basic understanding of the social aspects of human life. Special attention given to diversity in U.S. cultures. IIC, IIIA.

Texts/Outside Readings/Ancillary Materials

Text(s)

Title: Sociology: Understanding a Diverse Society

Author: Andersen and Taylor

Publisher: Wadsworth

Publish Date: 4th ed.

Outside Texts:

The Social Construction of Difference and Inequality, Ore, 3rd ed., McGraw Hill

Privilege, Power, and Difference, Johnson, 2nd ed., McGraw Hill

Course Objectives and/or Plan of Work

Course Goals

1. Provide an introduction to the analysis of modern social life using the concepts and principles commonly employed by sociologists.
2. Expose students to the basic theories and methods employed by sociologists, and to show how they use data to answer both theoretical and policy issues.
3. Highlight the importance of understanding the social contexts, particularly cultures, within which modern social life occurs.
4. Illustrate how social behavior varies across cultures as well as across categories of difference, particularly race, class, and gender.
5. Develop an appreciation for how all aspects of human existence are very much socially influenced, and how these influences vary by race, class, gender, and other categories of difference.
6. Be able to separately and conjointly analyze the macro (social structural) and micro aspects of social life, and show how these differ by race, class, gender, and other categories of difference.
7. Examine issues of social control, particularly regarding deviance.
8. Demonstrate critical thinking when analyzing social life.
9. Use sociological findings to derive appropriate conclusions about social life, particularly as they vary by race, class, gender, and other categories of difference.
10. Examine the role of social institutions, such as family and education.
11. Show how issues of inequality and power underlie most sociological analyses, and highlight the role of power in understanding differences by race, class, gender and other categories of difference.

Description of Assessment and/or Evaluation of Student Learning

Course Organization

1. Be sure to visit the course web site regularly for updates and to find handouts that you may have missed. Please contribute to the discussion

board. I may occasionally send emails to the entire class via this site. Hence, if you use an email address other than muohio.edu (such as hotmail or yahoo mail), please be sure to visit www.muohio.edu/ph/ to change your preferred address. Thereafter, mail from anyone sent to your muohio.edu address will be forwarded to the mail system you use.

2. You can find practice questions by visiting www.wadsworth.com, click sociology, click student book companion site, click introductory sociology, click our text, click tutorial. Quizzes will be multiple-choice and exams will be multiple-choice and essay.

3. There will be about 8 exercises, 10 points each. Lowest one grade deleted.

4. You will be required to submit two sets of journal entries, five items each. 25 points for each set, 50 total.

5. There will be one group project. 100 points.

6. There will be 13 quizzes over chapters. Lowest four grades deleted. Ten points each.

7. There will be 11 sets of discussion questions which require written responses. Lowest four grades deleted. 15 points each.

8. There will be a short paper on the Johnson book. 50 points.

9. Distribution of points:

13 quizzes, only best 9 counted	90
Four exams @ 100	400
Doubling of best exam score	100
Class/discussion board participation	100
Journals	50
About 8 exercises, one deleted	70
11 discussion question sets, only 7 best counted	105
Johnson book	50
Group project	100

10. Grading Scale:

A+= 97-100	A= 93-96	A-= 90-92
B+= 87-89	B= 83-86	B-= 80-82
C+= 77-79	C= 73-76	C-= 70-72
D+= 67-69	D= 63-66	D-= 60-62
F = 59 and below		

11. Fairness is very important to me. Hence, the following provisions will apply:

a. For each exam, one-half of the distance between the highest score and 100 will be added to your score, up to a maximum of 8 points added.

b. On exams, please write in the margins for any item you

consider unclear; I will try to give credit if it is clear that you understand the material but find the item unclear.

- c. Your best exam score will be doubled.
- d. The lowest exercise grade will be dropped and the lowest four discussion question sets will be dropped.
- e. The lowest four quiz grades will be dropped.
- f. I will be glad to provide whatever personal help you may need—please don't hesitate to ask.

12. No exams made up without prior permission. Adjustments to the final exam date will be made only according to university regulations (such as too many exams for one day).

13. No late assignments and exercises accepted. Excuses such as “my printer ran out of ink,” etc. are not acceptable. Twice during the term you are allowed to email me something before class to show you had it done on time, but then get the hard copy in soon after class (for those times your printer runs out of ink).

Master Syllabi and Working Syllabi (if both are used)

SOC152

Wagenaar

(wagenatc@muohio.edu)

Social Relations & U.S. Cultures 348 Upham, 9-2643

Spring 2006 Hours: TR 10-12 and by appointment

Textbooks

Sociology: Understanding a Diverse Society, 4rd ed., Andersen and Taylor

The Social Construction of Difference and Inequality, 3rd ed., Ore
Privilege, Power, and Difference, 2nd ed., Johnson
Some handouts

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Miami Plan Principles

This course is a foundations course in the Miami Plan for Liberal Education and fulfills both the social science and the U.S. cultures requirements. As such, it will connect systematically and comprehensively with the four basic principles in the Plan:

1. Thinking critically, which promotes imagination and intuition along with reasoning and evaluation to achieve perspective, constructing and discerning relationships, and gaining understanding of cultures, particularly U.S. cultures.
2. Understanding contexts, which cultivates the perspective that present cultural circumstances, particularly regarding the U.S., are an historical and a changing situation. Decisions about what is to be studied, the forms in which knowledge appears, and the ways reasoning develops will be examined systematically.
3. Engaging with other learners, which involves a healthy exchange of conflicting ideas and differing viewpoints and encourages rethinking of accepted perspectives about differences, particularly U.S. cultural differences. It requires making choices and takes advantage of diversity among learners through a supportive atmosphere of group work.
4. Reflecting and acting, which involves making thoughtful decisions and examining their consequences, particularly regarding U.S. cultures. Results should include enhanced personal moral commitment, enriched ethical understanding, and strengthened civic participation, all in the context of a deepened awareness of U.S. cultural diversity.

Syllabus

Note: Tues Feb 21 is switch day: attend your Mon classes

Introducing the Sociological Perspective and the Emphasis on Cultural Differences

1. The Sociological Perspective

Text: Chapter 1 (Thurs Jan 12)

Reader: "Constructing Differences" (pp. 1-17) (Tues Jan 17)

Reader: "Racial Formations" (pp. 19-36) (Tues Jan 17)

Reader: "Optional Ethnicities: For Whites Only" (pp. 29-40) (Tues Jan

17)

2. Methods of Sociological Research

Text: Chapter 2 (Thurs Jan 19)

3. Culture

Text: Chapter 3 (Tues Jan 24)

Reader: "Racism in the English Language" (pp. 473-483) (Thurs Jan 26)

Reader: "Toward a New Vision: Race, Class, and Gender as Categories..." (pp. 641-655) (Thurs Jan 26)

Reader: "Cultural Resistance" (pp. 656-663) (Thurs Jan 26)

4. Socialization

Text: Chapter 4: Socialization (Tues Jan 31)

Reader: "The Story of My Body" (pp. 581-589) (Thurs Feb 2)

Reader: "The Dark Side of Sports Symbols" (pp. 507-514) (Thurs Feb 2)

Exam 1 (Tues Feb 7)

Individuals in Society

5. Society and Social Interaction

Text: Chapter 5 (Thurs Feb 9)

Reader: "Jobless Ghettos" (pp. 329-338) (Tues Feb 14)

Reader: "Experiencing Differences" (pp. 560-562) (Tues Feb 14)

Group Project topic due Thurs Feb 9

6. Groups and Organizations

Text: Chapter 6 (Thurs Feb 16)

Johnson book (Thurs Feb 23)

Reader: "Fraternities and Collegiate Rape Culture" (pp. 519-530) (Tues Feb 28)

Reader: "We'd Love to Hire Them but..." (pp. 340-348) (Tues Feb 28)

Reader: "Getting Corporations Off the Public Dole" (pp. 105-112) (Tues Feb 28)

Exam 2 (Thurs Mar 2)

Journals first set due Tues Mar 7

7. Deviance

Text: Chapter 7 (Tues Mar 7)

Reader: "No Equal Justice" (pp. 380-388) (Thurs Mar 9)

Reader: "Resistance and Social Change" (pp. 629-640) (Thurs Mar 9)

Reader: "How to Tame a Wild Tongue" (pp. 497-505) (Thurs Mar 9)

Social Inequalities

8. Social Class and Social Stratification

Text: Chapter 9 (Tues Mar 21)

Reader: "Nickel and Dime" (pp. 600-612) (Thurs Mar 23)

Reader: "Race, Wealth, and Equality" (pp. 76-86) (Thurs Mar 23)

Reader: "Media Magic: Making Class Invisible" (pp. 89-97) (Thurs Mar 23)

Group Project first draft due Thurs Mar 30

9. Race and Ethnicity

Text: Chapter 11 (Tues Mar 28)

Reader: "The Effects of Affirmative Action on Other Stakeholders" (pp. 389-397) (Thurs Mar 30)

Reader: "Seeing More than Black and White" (pp. 692-699) (Thurs Mar 30)

Reader: "A Dozen Demons" (pp. 592-580) (Thurs Mar 30)

Exam 3 Tues Apr 4

10. Gender

Text: Chapter 12 (Thurs Apr 6)

Reader: "The Social Construction of Gender" (pp. 112-118) (Tues Apr 11)

Reader: "Masculinity as Homophobia" (pp. 133-148) (Tues Apr 11)

Journals second set due Thurs Apr 13

11. Age and Aging

Text: Chapter 14 (Thurs Apr 13)

Institutions

12. Families

Text: Chapter 15 (Tues Apr 18)

Reader: "Maintaining Inequalities" (pp. 199-222) (Thurs Apr 20)

Reader: "Families on the Fault Line" (pp. 245-254) (Thurs Apr 20)

Reader: "Stability and Change in Chicano Men's Family Lives" (pp. 255-275) (Thurs Apr 20)

Group Project second draft due Thurs Apr 20

13. Education

Text: Chapter 16 (Tues Apr 25)

Reader: "Savage Inequalities" (pp. 290-296) (Thurs Apr 27)

Reader: "Civilize Them with a Stick" (pp. 308-315) (Thurs Apr 27)

Exam 4 Tues May 2 5:30

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14. Please staple anything more than one page.

15. Until the drop deadline of March 10, students will be dropped without warning from the class after 3 unexcused absences. After the drop deadline, your final course grade will be reduced one full grade for each absence above 3. Please feel free to check with me on the number of absences you have. “Being sick” is not an excused absence; that's why 3 absences are allowed. I must be informed within 24 hours before or after class for it to be considered excused. Missing more than 5 minutes of class will be counted as half an absence and missing more than 15 minutes will be counted as an absence.

17. You are reminded of the University policy on academic dishonesty, as outlined in the Student Handbook. Please do not put yourself in a position where academic dishonesty may be possible. This includes exam taking, copying other students' work, quoting material without proper citation, etc. All suspected incidents will be dealt with in terms of the Handbook. Note too that any academic dishonesty will result in an F for the entire course.

18. No cell phone usage during class. This includes checking for messages, text messaging, etc.

SOC152 Social Relations & US Cultures Wagenaar

Grading Rubric for Written Discussion Questions

This is the general rubric that I will use. Of course, some readings and some of the discussion questions may not call for all elements equally or include all of them. For example, not all discussion question sets will ask for personal reactions. Some variations from this rubric will therefore occur.

Primary trait and percent of total grade

1. Uses specifics from the reading (6 points out of 15)

- a. Low: Fails to use details from reading to show understanding
 - b. Moderate: Uses generalities from reading, uses primarily the opening and closing parts of reading
 - c. High: Uses specific examples from throughout the reading to demonstrate understanding
2. Uses sociology (4 points out of 15)
 - a. Low: uses no specifically sociological concepts, principles, theories
 - b. Moderate: uses some specifically sociological concepts, principles, theories
 - c. High: uses many specifically sociological concepts, principles, theories and demonstrates understanding of those items
 3. Personal reactions (3 points out of 15)
 - a. Low: states reactions as personal views with no substantiation
 - b. Moderate: states reactions as opinions, with minimal explanation as to why and with minimal grounding in the reading
 - c. High: states reactions as part of a serious consideration of the author's points and substantive support, and uses the author's points in her/his reactions
 4. Writing quality (2 points out of 15)
 - a. Low: many spelling errors, many paragraphs too long, many grammar and syntax errors
 - b. Moderate: a few spelling errors, paragraphs too long, grammar and syntax errors
 - c. High: no spelling errors, paragraphs too long, grammar and syntax errors

I will use this outline in grading your papers. So, if you get a 12, instead of words I may put the following on your paper:

1. 5
2. 2
3. 3
4. 2

Grading Rubric for Class and Online Discussion Grade

1. How often does the student speak, and how often does the student volunteer comments?
2. How often does the student respond to other students' comments, especially in an analytical fashion?
3. Does the student demonstrate the ability to think critically—question assumptions, give examples, raise new questions based on the material or someone's response, point out the weaknesses in the material or in an argument, point out contradictions, extend the author's point, and the like?
4. Does the response reflect sociological thinking instead of merely opinion? Opinions are OK, but worth more if backed up with sociological and analytical thinking. Can the student go beyond personal opinion and personal experience to think analytically and sociologically?

5. Does the student demonstrate the ability to use and apply sociological concepts, theories, and principles?

Additional Documentation

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OBR Use

Action

Approved	
Additional Information Requested	
Rejected	
Date	