Eastern Illinois University
New Course Proposal
SOC 3290, Contemporary Social Theory, Honors

Please check one:  X□ New course  □ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number: SOC 3290
2. Title: Contemporary Theory, Honors
3. Long title: Contemporary Social Theory, Honors
4. Class hours per week, lab hours per week, and credit: (3-0-3)
5. Term(s) to be offered: □ Fall  □ Spring  □ Summer  X□ On demand
6. Initial term of offering: X□ Fall  □ Spring  □ Summer  □ Year 2007
7. Course description (not to exceed four lines): This course will build on the foundation of classical theory to focus on the construction and application of the major contemporary theories used in current social research. There is a special focus on theory application to other coursework in the major and an honors thesis topic.
8. Registration restrictions:
   a. Identify any equivalent courses  SOC 3250 is the non-honors version
   b. Prerequisite(s): SOC 2850
   c. Who can waive the prerequisite(s)?
      □ No one  □ Chair  □ Instructor  □ Advisor  □ Other (Please specify)
   d. Co-requisites: none
   e. Repeat status:  X□ Course may not be repeated.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: Honors SOC majors
   g. Degree, college, major(s), level, or class to be excluded from the course, if any: non-sociology majors
9. Special course attributes: Honors; writing intensive
10. Grading methods (check all that apply): X□ Standard letter  □ C/NC  □ Audit  □ ABC/NC
11. Instructional delivery method: lecture
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course: This course is designed to provide each student with the tools necessary to:
   • Evaluate social explanation and theoretical debates of past and present
   • identify the most important sociological theorists in contemporary schools of thought
   • evaluate the relationship and importance of theory to the discipline as a whole
   • compare and contrast theoretical perspectives
   • analyze and apply applicative model formation
   • produce a thoughtful and integrated technical sociology paper with the appropriate style and sophistication commensurate with upper division college courses.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives: the evaluation in this course differs in two ways from the non-honors section. Rather than a series of writing assignments on unrelated articles, the honors students will complete the same theoretical applications but to a specific topic of their choice. The topic choice is intended to be the thesis topic, thereby allowing students to work toward that end goal. The second difference lies in the participation points. Honors students will have an explicit participation assignment (prepare and lead an application discussion) rather than being graded on regular attendance and participation.

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<th>Exams</th>
<th>Term Paper</th>
<th>Discussion</th>
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<tr>
<td>Theoretical debates-past and present</td>
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<td>Theorist Recognition</td>
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<td>Role of theory within the discipline</td>
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<td>Synthesize perspectives</td>
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<td>Applicative Model formation</td>
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<td>Integrated technical paper writing</td>
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3. Explain how the instructor will determine students’ grades for the course:
   • Three exams (60%)
   • Writing assignment (30%)
   • Discussion preparation and lead (10%)

4. this course is not technology-delivered

5. this course is not for graduate credit.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix †.) this course is writing intensive. This course is designated writing intensive as the writing assignment constitutes 30% of the total grade and 20% of the exam grade is essay. Short in-class writing papers are revised to compose the larger writing assignment allowing for revisions after feedback.
PART III: OUTLINE OF THE COURSE

This course is designed to meet during thirty 75-minute class periods across 15 weeks.

Week 1 Course Overview
- Review of classical influences
- Identify major themes and concepts
- Identify primary questions of contemporary sociologists
  Reading: Delaney Chapter 1

Week 2 Functional/Structural Theory
- Functionalism of Parsons and Merton
- Neofunctionalism
- Systems theory
- Role theory and Bridging theory
  Reading: Delaney, Chapter 3 and “Savage Inequalities” in Newman and O’Brien

Week 3 Conflict Theory
- Weberian Conflict
- Coser, Dahrendorf, and Collins
  Reading: Delaney, Chapter 4

Week 4 Critical Theory
- Marxian Conflict
- Mills
- The Frankfurt School
- Habermas
  Reading: Delaney, Chapter 10

Week 5 Synthesis, Review and Exam

Week 6 Paper workshops

Week 7 Symbolic Interactionism
- Blumer
- Goffman
- Sociology of Emotions
- Humor
  Readings: Delaney, Chapter 5; “What is Wanting” in Newman and O’Brien

Week 8 Rational Choice and Exchange Theory
- Utilitarian influence
- Homans exchange
- Blau
- Hecter
  Reading: Delaney, Chapter 6

Week 9 Feminist Theory
- Gender difference
- Gender inequality
- Gender oppression
- Structural oppression
  Reading: Delaney, Chapter 9

Week 10 Synthesis, Review, and exam
Week 11  Modern and Postmodern theory
   • Giddens
   • Baudrillard
   • Foucault
   • Carnivalization and Synopticons
     Reading: Delaney, Chapter 11 and “Smile Factory” in Newman and O’Brien

Week 12  Ritzer
   • Cathedrals of Consumption
   • McDonaldization
     Reading: Delaney, Chapter 12

Week 13  Turner
   • Stratification
   • Oppression
   • Modern Conflict Theory
     Reading: Delaney, Chapter 13

Week 14  Synthesis, Review, and Exam

Week 15  Application to the future of society
   • Student led discussion on term papers
   • Applications of theory to “all the other stuff we learn”
   • Applications to other university courses and knowledge outside sociology
     Reading: Delaney, Chapter 14

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
   This course is designed to parallel the existing contemporary theory course, a core course for sociology majors, but with the essential elements to designate this specific course as honors. This course will allow students to participate in the new departmental honors program and work specifically to enhance the theoretical segment of their honors thesis.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
   The level of this course and the prerequisite parallel that of our non-honors section.

3. If the course is similar to an existing course or courses, justify its development and offering.
   Though in presentation of content, this course duplicates the existing non-honors sections, the treatment of content by the students is specific to expectations deriving from an honors program.

   No course will be eliminated.

4. Impact on Program(s):
   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. Contemporary Theory is a core requirement for SOC majors. This course will be an option for those sociology majors completing the departmental honors program. Completion of this course will replace the required SOC 3250 for the core and count as three hours of honors.
PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Initially assigned to Lisa New Freeland and Darren Hendrickson, and ultimately to any qualified faculty.

2. Additional costs to students: none

PART VI: COMMUNITY COLLEGE TRANSFER

A community college course will not be judged equivalent to this course

PART VII: APPROVALS

Date approved by the department or school __Oct 16, 2006________________________

Date approved by the college curriculum committee __January 12, 2007_____________

Date approved by the Honors Council (if this is an honors course) __1-22-2007________

Date approved by CAA: __February, 8, 2007__