

World History, Cultures, and Historical Geography Subject Template

(Required Information needed to prepare for course submission)

Sociology

- **Course Guidance**

GENERAL HISTORY/SOCIAL SCIENCE: WORLD HISTORY, CULTURES, AND HISTORICAL GEOGRAPHY GUIDANCE

- World history courses do not need to cover every culture or period in the history of humankind. A suitable course could be an in-depth study of a single culture, such as a yearlong study of Chinese civilization. Alternatively, several cultures might be studied and compared, as in a more traditional world history, culture and historical geography course.
- An important element of appropriate courses is that the focus be outside the United States and, whenever possible, away from cultures very similar to our own, e.g. England and Canada.
- May be a single yearlong course or two one-semester courses.

HONORS HISTORY/SOCIAL SCIENCE GUIDANCE

- History/Social Science Honors courses are expected to provide both breadth and depth of exploration in the subject area, developing writing, research, and analytical skills. Specific detailed evidence must be included in the course outline.
- The courses must offer content and/or experience that are demonstrably more challenging than what is offered through the regular college preparatory courses in the same field.
- Factors considered for UC-approved honors courses that satisfy the “a” requirement include but are not limited to the assignment and evaluation of one long or numerous short, challenging, and properly-annotated research papers and a comprehensive final examination. Specific details of each of these assignments is required.
- The use of college-level textbooks is encouraged.
- Regular college preparatory courses in the subject areas should be offered. If regular non-honors courses are not offered, a strong justification for the lack of a regular course is required.
- In addition to AP and IB higher level courses, high schools may certify as honors level courses **not more than one unit** in history/social science.
- A single, written, comprehensive, full year final exam must be administered that encompasses all the material that has been covered for the entire year.

- **Course Content**

NOTE: The following questions are subject specific and ask for detailed information regarding the course curriculum. Since UC has developed their own criteria for the review of curricula, it is not necessary (and preferred) that the State Standards are not listed when submitting course descriptions to the University. When preparing the course submission, keep in mind that your audience is the UC High School Articulation unit and UC faculty. Include relevant information that would assist those reviewing the course and provide UC a better understanding and clarity about the intent of the curriculum. UC expects to see information that would show specific, detailed evidence of the course rigor and development of essential skills and habits of mind. Course template components need to be more expository and illustrative of the integration of each course component and how the overarching goals are being accomplished. The text boxes below will expand to accommodate additional text.

Course Purpose: *What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. (How these will be accomplished should be reserved for the Course Outline, Key and Written assignments, Assessments, and/or Instructional Methods.)*

NOTE: More specificity than a simple recitation of the State Standards is needed.

Introductory Sociology course is designed to introduce students to the sociological study of society. Sociology focuses on the systematic understanding of social interaction, social organization, social institutions, and social change. Major themes in sociological thinking include the interplay between the individual and society, how society is both stable and changing, the causes and consequences of social inequality, and the social construction of human life. Understanding sociology helps discover and explain social patterns and see how such patterns change over time and in different settings. By making vivid the social basis of everyday life, sociology also develops critical thinking by revealing the social structures and processes that shape diverse forms of human life.

Course Outline: A detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered. A mere listing of topics in outline form is not sufficient (i.e. textbook table of contents or California State Standards).

The course introduces students to the sociological imagination, or "the quality of mind essential to grasp the interplay of individual and society, of biography and history, of self and the world," as C. Wright Mills described it. The enduring value of a sociological imagination is to help students situate peoples' lives and important events in broader social contexts by understanding how political, economic, and cultural forces constitute social life. Sociology explores minute aspects of social life (microsociology) as well as global social processes and structures (macrosociology). **Topics covered vary from semester to semester, but may include: socialization, suburbanization and housing, culture, race, ethnicity, gender, sexuality, class stratification, deviance and crime, economic and global inequality, families and intimate relationships, education, religion, and globalization.**

Writing Assignments: Give examples of all Writing Assignments and the use of critical analysis within the writing assignments. Be sure to include the topics or focus of the assignments, the intent of the assignments, and the length of each assignment. It is not appropriate or necessary to include instructions given to students regarding the execution of assignments (formatting, timeliness, etc.)

1. Visit the [Dead Sociologists' Society](#) and select one of the theorists discussed in Chapter 1. Gather material for a brief report on the sociologist's personal background, ideas, and writing. Present your findings in a brief written report.
2. Go to the [Sociological Tour Through Cyberspace Page](#) and look at some of the links. Based on these, write a brief essay describing the breadth of sociology and the possible uses to which it can be put. How do these perceptions of what sociology is differ from your perception of what sociology is, or what it should be?

Key Assignments: Detailed descriptions of all Key Assignments which should incorporate activities and projects, as well as, short answers and essay questions. How do assignments incorporate topics? Include all assignments that students will be required to complete. Assignments should be linked to components mentioned in the course outline. It is not appropriate or necessary to include instructions given to students regarding the execution of assignments (formatting, timeliness, etc.). Do not include exams or assessments in this section.

- Show the relevance and reality of structural factors in social life
- Place an issue in a larger context (identify systemic elements; identify stakeholders; list unintended consequences)
- Describe, explain, and predict aspects of social problems
- Debunk individualistic explanations of behavior and identify social patterns
- Recognize the difference between dispositional and sociological explanations
- Recognize the difference between empirical and normative statements
- Identify and offer explanations for social inequality
- Analyze labor force issues
- Perform a content analysis of texts or news to identify possible sources of bias
- Critique the media
- Transform a topic of interest into a researchable, sociological question
- Describe the elements of the scientific method in the social sciences

- Understand basic elements of an ethical code of conduct for social scientists
- Unpack the “causal nexus”, e.g., correlation, time order, elimination of alternative explanations
- Interpret descriptive statistics
- Evaluate the methodological processes and limits of research (e.g., bias, generalizability)
- Critically assess web sites and electronic resources
- Set up a data table properly and read and interpret a table correctly
- Distinguish levels of analysis
- Posit intervening factors and spurious relationships in social life
- Show awareness of probabilities and contingencies
- Recognize that counterfactual anecdotes do not invalidate sociology
- Understand the intersection of biography and history
- Take the role of the other
- Describe various career trajectories for sociologists at different degree levels; where sociologists work and what they do
- Position personal life choices and chances in a demographic context
- Compare and contrast one’s own context with those in other parts of the U.S. and the world
- Describe the tension between generalization and stereotyping; social forces and determinism
- Appreciate the role of human agency in social change

Instructional Methods and/or Strategies: *Indicate how the Instructional Methods and/or Strategies support the delivery of the curriculum. What portions of the Course Outline are supported by the methods and strategies?*

Class will consist of lecture, group discussion, and supplementary materials such as pertinent documentary films, and modern media representations. Exams are designed to be a motivating and learning experience for the student and they allow the instructor to assess the student’s understanding of the material. The instructor will strive to make the course clear, interesting, and useful. The instructor will return performance evaluations and feedback in a timely manner.

Assessments Including Methods and/or Tools: *Indicate how the Instructional Methods and/or Strategies support the delivery of the curriculum. What portions of the Course Outline are supported by the methods and strategies?*

Evaluation Methods and Criteria: The final course grade will be determined by your performance on multiple exams, quiz’s, six short assignments, and class participation. There is no comprehensive final exam in this course; exams will cover the material from lectures, select readings, case studies, side-by-side comparisons and any additional materials noted by the instructor. Exams will consist of multiple choice, true-false type and short answer questions and will cover the assigned readings, class lectures. Each exam is worth 100 points. Quiz’s are worth 10 points and one will be given before the first exam so students will have an idea of the type of questions to expect on the exam. The six assignments are worth 15 points each for a total of 90 points. Class participation is worth 100 points for a grand total of 400 points.

NOTE: If “Yes” is selected for “Seeking ‘Honors’ Distinction” on the “Course Description” page of the “New Course” submission process, please complete the remaining 2 text boxes below.

Corresponding Non-Honors Course: *Indicate the name of the regular non-honors course corresponding to this proposed honors course.*

NA

Differences in Honors/Non-Honors Courses: *Describe in detail how this honors course differs from the regular course offered in the same subject area. Be specific. UC assumes Honors submissions will have increased level of reading and writing. Please be specific and descriptive regarding precisely how these increase the rigor of the course beyond merely increased amounts of work.*

NA