

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE

FACULTY SENATE

Senate Document Number 6214S

Date of Senate Approval 3/06/14

Statement of Faculty Senate Action:

APC Document 50: **Change the descriptions and credit hours for SOC 100, 200, 210, 220, 221, 225, 240, 280, 302, 312, 340, 357, 358, 359, 362, 364, 365, 380, 390, 410, 420, 480, 499**

Effective Date: Fall 2014

1. Delete: On page 265, the entry for **SOC 100**, Introduction to Sociology:

100 Introduction to Sociology (3)

Employs the sociological imagination to explore society and social experience. Introducing the students to a diverse range of sociological approaches, the course emphasizes the complex relationships between individuals and their social worlds, social structure and social institutions, socialization, social interaction, and social identities and inequalities. Fall and Spring.

Add: On page 265, in place of deleted entry:

100 Introduction to Sociology (4)

Introduces students to a diverse range of theoretical sociological approaches, as well as the diverse real life perspectives of the field. The course covers a number of themes, including race and ethnicity, poverty, family, population growth, difference and inequality, and more. Students will be educated about the complex relationships between individuals and their social worlds, social structure and social institutions, socialization, social interaction, and social identities and inequalities. Fall and Spring.

2. Delete: On page 265, the entry for **SOC 200**, Criminology:

200 Criminology (3)

Provides an introduction to the field of criminology, surveying the social construction of crime, the legal conceptualization of crime, the nature and extent of crime, the theoretical models on the causes of crime, typologies of crime, and the criminal justice response from policing, to trial, to institutionalization. Substantive attention is devoted to the importance of race, gender and social class in the American criminal justice system and the reliance on prisons as the solution to the crime problem. Spring.

Add: On page 265, in place of deleted entry:

200 Criminology (4)

Provides an introduction to the field of criminology, surveying the social construction of crime, the legal conceptualization of crime, the nature and extent of crime, trends in crime and criminality over time, theoretical models on the causes of crime, typologies of crime, and the criminal justice response from policing, to trial, to incarceration. Substantive attention is devoted to the centrality of the intersections of race, gender and social class as major variables in criminology and in the American criminal justice system. The “color” of (in)justice and the reliance on mass incarceration as the solution to the crime problem are investigated. Spring.

3. Delete: On page 266, the entry for **SOC 210**, Contemporary Social Problems:

210 Contemporary Social Problems (3)

Explores the institutional and cultural causes of selected social problems in contemporary U.S. society. Also critically examines the ways in which social problems are constructed and defined. Particular attention is paid to the ways in which social institutions perpetuate social problems. Fall and Spring.

Add: On page 266, in place of deleted entry:

210 Contemporary Social Problems (4)

Explores the institutional and cultural causes of selected social problems in contemporary U.S. society. Also critically examines the ways in which social problems are constructed and defined. Particular attention is paid to the ways in which social institutions perpetuate social problems. Students will incorporate field experience in order to more fully understand and apply important concepts. Spring.

4. Delete: On page 266, the entry for **SOC 220**, Juvenile Delinquency:

220 Juvenile Delinquency (3)

Traces the socio-historical discovery of childhood and the social and cultural construction of adolescence and delinquency. Drawing from various bodies of social thought, the extent, nature, and social location of delinquent behavior is investigated. Current changes in juvenile justice are critically analyzed relative to the impact of theory on social policy and future implications for childhood, adolescence and juvenile (in)justice. Fall.

Add: On page 266, in place of deleted entry:

220 Juvenile Delinquency (4)

Traces the socio-historical discovery of childhood, the social and cultural construction of adolescence and delinquency, the emergence of special rules and laws for children and adolescents, the establishment of the juvenile justice system, the legal rights of minors, and intervention and prevention strategies. Drawing from various bodies of social thought, the extent, nature, and social location of delinquent behavior is investigated. Current changes in juvenile justice such as lowering the age of majority, curfews and the waiver of juvenile offenders to the adult courts are critically analyzed relative to the impact of theory on social policy and future implications for childhood, adolescence and juvenile (in)justice. Fall.

5. **Delete:** On page 266, the entry for **SOC 221**, Race and Ethnic Relations:

221 Race and Ethnic Relations (3)

Critically examines the construction of race and ethnic identities and the ways in which dominance and subordination are linked to this process. Course surveys related issues including group formation, racial and ethnic stratification, prejudice and discrimination, race privilege, and patterns of domination, segregation, and integration in multi-ethnic societies. Fall.

Add: On page 266, in place of deleted entry:

221 Race and Ethnic Relations (4)

Critically examines the social construction of race and ethnic identities and the ways in which dominance and subordination are linked to this process. The course surveys related issues including arbitrary categorization, group formation, racial and ethnic stratification, prejudice and discrimination, race privilege, and patterns of domination, segregation, and integration in multi-ethnic societies. Students are required to select and conduct a community service project enhancing race and ethnic relations throughout the semester and to present their experience. Fall and Spring.

6. **Delete:** On page 266, the entry for **SOC 225**, Social and Cultural Inquiry:

225 Social and Cultural Inquiry (ANTH 225) (3)

Explores a variety of theoretical frameworks for understanding human societies and social experience. Students learn classical and contemporary approaches to analyzing and interpreting the worlds around them, as well as how to combine theoretical perspectives with various methodological approaches common to Sociology and Anthropology. Prerequisite: ANTH 100 or SOC 100. Fall and Spring.

Add: On page 266, in place of deleted entry:

225 Social and Cultural Inquiry (ANTH 225) (4)

Explores a variety of theoretical frameworks for understanding human societies and social experience. Students learn classical and contemporary approaches to analyzing and interpreting the worlds around them, as well as how to combine theoretical perspectives with various methodological approaches common to Sociology and Anthropology. Students will not only read theory but learn in workshops to use theory in the interpretation of concrete and empirical social and cultural worlds. Prerequisite: ANTH 100 or SOC 100. Fall and Spring.

7. **Delete:** On page 266, the entry for **SOC 240**, Evolution, Revolution and Social Change:

240 Evolution, Revolution and Social Change (3)

Reviews the historical treatment and contemporary status of, among others, African Americans, women, and the gay and lesbian subcultures in American society, and the respective social movements which emerged in their attempts to attain social equality. Problems of power and privilege are analyzed within the context of cultural diversity and social change. Fall and Spring.

Add: On page 266, in place of deleted entry:

240 Evolution, Revolution and Social Change (4)

Explores historic and contemporary struggles of social movements in their quest to bring about social, political, economic or cultural change. Movements covered include U.S. civil rights, women's rights, and LGBTQI rights, among others. Collective action and movements outside the U.S. are also addressed. Problems of power and privilege are analyzed within the context of cultural diversity and social change. Fall and Spring.

8. Delete: On page 266, the entry for **SOC 280**, Sociology of Gender:

280 Sociology of Gender (3)

Provides an overview of the broad field of gender studies in sociology. Drawing on the premises of social constructionism and critical theory, the course examines the micro- and macro- levels of the creation and maintenance of a binary system of gender. Major course themes include gender socialization, the micro-politics of gender, the social construction of gender, gender and sexuality, and gender stratification. Odd years Spring.

Add: On page 266, in place of deleted entry:

280 Sociology of Gender (4)

Provides an overview of the broad field of gender studies in sociology. Drawing on the premises of social constructionism and critical theory, the course examines the micro- and macro- levels of the creation and maintenance of a binary system of gender. Major course themes include gender socialization, the micro-politics of gender, the social construction of gender, gender and intersecting identities, and gender stratification. Students engage in a semester-long project examining gender and consumer culture. Spring.

9a. Delete: On page 267, the entry for **SOC 302**, Sociology of Religion:

302 Sociology of Religion (RELS 302) (3)

Draws on the intellectual tradition within the discipline of understanding religion as a social and cultural phenomenon. Looks into the complex nature of religion and explores the social conditions and processes which account for diverse religious phenomena including religiosity, religious organizations, conflict and change, religious pluralism, and the relationships between religion and other social institutions. Spring.

Add: On page 267, in place of deleted entry:

302 Sociology of Religion (RELS 302) (4)

Drawing on the intellectual tradition within the discipline of understanding religion as a social and cultural phenomenon, the course looks into the complex nature of religion and explores the social conditions and processes which account for diverse religious phenomena including religiosity, religious organizations, conflict and change, religious diversity, and the relationships between religion and other social institutions. Students are required to conduct a field study on a religious organization or phenomenon throughout the semester and to submit the findings as a paper. Fall and Spring.

9b. Delete: On page 258, the entry for **RELS 302**, Sociology of Religion:

302 Sociology of Religion (SOC 302) (3)

Draws on the intellectual tradition within the discipline of understanding religion as a social and cultural phenomenon. Looks into the complex nature of religion and explores the social conditions and processes which account for diverse religious phenomena including religiosity, religious organizations, conflict and change, religious pluralism, and the relationships between religion and other social institutions. Spring.

Add: On page 258, in place of deleted entry:

302 Sociology of Religion (SOC 302) (4)

Drawing on the intellectual tradition within the discipline of understanding religion as a social and cultural phenomenon, the course looks into the complex nature of religion and explores the social conditions and processes which account for diverse religious phenomena including religiosity, religious organizations, conflict and change, religious diversity, and the relationships between religion and other social institutions. Students are required to conduct a field study on a religious organization or phenomenon throughout the semester and to submit the findings as a paper. Fall and Spring.

10. Delete: On page 267, the entry for **SOC 312**, Society, Culture and Poverty:

312 Society, Culture and Poverty (3)

Investigates the economic, political and cultural causes of poverty in the United States. A historical and contemporary analysis of social policy illuminates the political debates and cultural discourse on the societal response to welfare and poverty, particularly the perceived differences between the deserving and undeserving poor relative to race and gender. Spring.

Add: On page 267, in place of deleted entry:

312 Society, Culture and Poverty (4)

Investigates the economic, social and political causes of poverty in the United States in both historical and contemporary context. Examines the ideological bases of victim and culture blaming in political discourse and the effects this has on welfare policy, the perpetuation of poverty, and on defining marginalized groups as undeserving. Students will incorporate field experience to more fully understand and apply important perspectives. Spring.

11. Delete: On page 267, the entry for **SOC 340**, Social Control and Deviant Behavior:

340 Social Control and Deviant Behavior (3)

Considers the development of social order and ideological hegemony, the dynamics of conformity and dissent, and the major theoretical models of deviance and social control. Employing a deconstructive and critical approach, this course examines the role of power in defining who the deviant is and what acts constitute a threat to social order. Particular attention is given to the voices and lived experiences of deviants illuminating how social control, mediated through the state or other powerful agencies, can lead to the loss of individual freedom and the abrogation of human rights and civil liberties. Fall.

Add: On page 267, in place of deleted entry:

340 Social Control and Deviant Behavior (4)

Considers the development of social order and ideological hegemony, the dynamics of conformity and dissent, the process of stigmatization, and the major theoretical models addressing deviance and social control at the individual, group and structural levels of analysis. Employing a deconstructive and critical power-reflexive approach, this course examines the role of power in defining who the deviant is and what acts constitute a threat to social order. Particular attention is given to the voices and lived experiences of deviants illuminating how social control, mediated through the state or other powerful agencies, can lead to the loss of individual freedom and the abrogation of human rights and civil liberties. Course content includes strategies for resisting stigmatization and social control and the competing claims of public safety and individual rights. Fall.

12. Delete: On page 267, the entry for **SOC 357**, Development and Social Change in Latin America:

357 Development and Social Change in Latin America (3)

Examines historical, political and socio-economic perspectives on Latin America by focusing on the region's development through the 19th and 20th centuries. Mexico, Brazil, Argentina and Chile, as well as other countries, will be used as case studies. Also examines historic relations between the region and the United States. Fall.

Add: On page 357, in place of deleted entry:

357 Development and Social Change in Latin America (4)

Examines historical, political, cultural, and socio-economic perspectives on Latin America by focusing on the region's development through the 19th and 20th centuries. The course will make use of case studies, and all of Latin America can be covered, though an in-depth study of one or several countries, or a region (such as Central America or the Southern Cone) is also a possibility. The course will devote time and reading to a theoretical understanding of development in all Latin American countries and in the so-called developed world. Fall.

13. Delete: On page 267, the entry for **SOC 358**, Globalization and Social Change in Africa:

358 Globalization and Social Change in Africa (3)

Focuses on social change and economic development in Africa with an emphasis on theories of modernization, dependency and world systems. Special attention is paid to the ways that Western society's policies impact the lives of individuals in Africa and on the ability of African countries to be self-determining. Spring.

Add: On page 267, in place of deleted entry:

358 Globalization and Social Change in Africa (4)

Focuses on social change and economic development in Africa with an emphasis on theories of modernization, dependency and world systems. Special attention is paid to the ways that Western society's policies impact the lives of individuals in Africa and on the ability of African countries to be self-determining. Course topics vary to address current issues as highlighted in news and activist media. Spring.

14. Delete: On page 268, the entry for **SOC 359, Women of Color and Feminism:**

- 359 Women of Color and Feminism (3)**
Overviews the emerging scholarship of feminists of color while offering a critique of dominant Western feminist theories as they relate to the experiences and lives of women of color. Special attention is paid to the diversity of experiences among women of color in a global context. Fall.

Add: On page 268, in place of deleted entry:

- 359 Women of Color and Feminism (4)**
Overviews the emerging scholarship of feminists of color while offering a critique of dominant Western feminist theories as they relate to the experiences and lives of women of color. Special attention is paid to the diversity of experiences among women of color in a global context. Integrates a range of writings from fiction, to activism, to formal academic theory. Fall.

15. Delete: On page 268, the entry for **SOC 362, Sociology of Health and Illness:**

- 362 Sociology of Health and Illness (3)**
Attends to the meaning and consequences of health and illness for individuals as well as society, with attention to the organization of health care systems, the healing professions, and the emergent conceptualization of health care as a right. Also considers how health issues intersect with issues of diverse groups. Spring.

Add: On page 268, in place of deleted entry:

- 362 Sociology of Health and Illness (4)**
Considers the diverse social, cultural, and political forces influencing the health and illness of individuals and societies. Critically examines the distribution of mortality and morbidity along with access to medical care, how health and illness are socially constructed, the experiences of illness, and the ethics of caregiving and decision-making in the context of medical institutions. See department chair.

16. Delete: On page 268, the entry for **SOC 364, Population and the Environment: An International Perspective:**

- 364 Population and the Environment: An International Perspective (3)**
Uses the tools of demography, sociology and anthropology to explore population processes in different parts of the world, the politics of population, and population policies as they relate to the environment, development, food, and energy. Using a comparative approach, the course emphasizes the importance of cultural difference in understanding the dynamics of population growth. Spring.

Add: On page 268, in place of deleted entry:

- 364 Population and the Environment: An International Perspective (4)**
Uses the tools of demography, sociology and anthropology to explore population processes in different parts of the world, the politics of population, and population policies as they relate to the environment, development, food, and energy. Using a comparative approach, the course emphasizes the importance of cultural difference in understanding the dynamics of population growth. Students develop skills in reading and critically interpreting demographic data. Spring.

17. Delete: On page 268, the entry for **SOC 365**, Violence in America:

365 Violence in America (3)

Explores the historical and cultural tradition of violence in America with special emphasis on interpersonal, organizational and structural violence and its impact on the lives of victims and the quality of life within communities. A major theme is the relationship between violence and social class, sex and gender, and race. In reviewing a range of violent behavior patterns—from intimate violence to hate crimes, from serial murders to state-sanctioned violence—the societal response is investigated relative to prevention, intervention and public policy. Even years Spring.

Add: On page 268, in place of deleted entry:

365 Violence in America (4)

Explores the historical and cultural tradition of violence in America with special emphasis on interpersonal, organizational and structural violence and its impact on the lives of victims and the quality of life within communities. Theoretical models and correlates of violence are investigated. The societal response to violence is explored relative to prevention, intervention and public policy. A major emphasis is violence and victimization among the most marginalized members of society—the poor, immigrants, people of color, women and children. In reviewing a range of violent behavior patterns—from intimate violence to hate crimes, from serial murders to state-sanctioned violence—intersectionality is a central focus of analysis. Treatment programs are critically evaluated along with emerging community-based strategies such as restorative justice and reconciliation programs. Even years Spring.

18a.Delete: On page 268, the entry for **SOC 380**, Feminist Theory:

380 Feminist Theory (3)

An investigation of selected feminist theorists on a variety of topics that are current in the literature. With permission of department chair, course may be repeated as content varies for a total of 6 hours credit. Even years Fall.

Add: On page 268, in place of deleted entry:

380 Feminist Theory (WGSS 365) (4)

An investigation of selected feminist theories on a variety of topics and from a variety of disciplines and social locations, such as feminist epistemologies, feminist narrative theories, and political theories from feminists of color. Issues such as intersectionality of oppressions and the dynamics of power involved in maintaining oppressions, as well as resistance to oppressions. Even years Fall.

18b.Delete: On page 277, the entry for **WGSS 365**, Interdisciplinary Approaches to Feminist Theory:

365 Interdisciplinary Approaches to Feminist Theory (3)

An investigation of selected feminist theorists on a variety of topics that are current in the literature. With permission of program director, may be repeated as content varies for a total of 6 hours credit. Prerequisite: WGSS 100. Fall.

Add: On page 277, in place of deleted entry:

365 Feminist Theory (SOC 380) (4)

An investigation of selected feminist theories on a variety of topics and from a variety of disciplines and social locations, such as feminist epistemologies, feminist narrative theories, and political theories from feminists of color. Issues such as intersectionality of oppressions and the dynamics of power involved in maintaining oppressions, as well as resistance to oppressions. Even years Fall.

19. Delete: On page 268, the entry for **SOC 390, Queer Sociology:**

390 Queer Sociology (3)

Interrogates identity politics of gay, lesbian, bisexual, transgendered and queer individuals. Drawing upon constructionist and critical theory, this course focuses on sexual identities, the “science of desire,” sexual politics and sexual communities. Socio-historical comparisons of pre- and post- Stonewall culture highlight the social evolution from sex acts to social roles to “kinds of persons” to the emergence of politically organized sexual communities. The production of knowledge in science and popular culture is analyzed within the context of social change. Odd years Fall.

Add: On page 268, in place of deleted entry:

390 Queer Sociology (4)

Interrogates identity politics of gay, lesbian, bisexual, transgendered and queer individuals. Drawing upon constructionist and critical theory, this course focuses on sexual identities, the “science of desire,” activism, intersectionality and queer sexualities. Socio-historical comparisons of pre- and post-Stonewall culture highlight the social evolution from sex acts to social roles to “kinds of persons” to the emergence of politically organized sexual communities. A central theme is the examination of the consequences of conceptualizing identities and sexualities outside the traditional binaries of sex, gender and sexuality as fluid and resistant practices. The production of knowledge in science and popular culture is analyzed within the context of social change. Fall.

20. Delete: On page 269, the entry for **SOC 410, Sociology through Film:**

410 Sociology through Film (3)

Examines 20th-century society and culture as represented by modern film. What are the characteristics of our modern society and how can we understand and explain them? Who, or where, is the “modern” individual? How do economic, political and cultural forces shape the individual and society? Odd years Spring.

Add: On page 269, in place of deleted entry:

410 Sociology through Film (4)

Examines modern society and culture as represented by modern film. Themes vary (crime, violence, family, work, education, immigration, technology), and with the help of course readings, we seek to shed light not only on the particular theme but also on what it means to talk about the modern world, and what this condition entails for the people we encounter in the film and the people and citizens the film characters represent. Odd years Spring.

21. Delete: On page 269, the entry for **SOC 420**, Difference and Inequality:

420 Difference and Inequality (3)

Investigates the most significant categories of difference on the cultural landscape of American society—social class, race, sex and gender, sexual identity and disability. Course content emphasizes structural inequality and the social construction of difference and privilege. How do categories of people come to be seen as “different”? How does being seen as “different” affect peoples’ lived experience? What meaning does difference and inequality have for social interaction, social institutions, or culture? What difference does “difference” make? Particular attention is given to the interaction and intersection among categories of difference. Prerequisite: SOC 225. Fall and Spring.

Add: On page 269, in place of deleted entry:

420 Difference and Inequality (ANTH 420) (4)

Investigates the most significant categories of difference on the cultural landscape of American society—social class, race, sex and gender, sexual identity and disability. Course content emphasizes structural inequality and the social construction of difference and privilege. The construction of difference is analyzed by deconstructing racialized, gendered, heteronormative and ableist hierarchal structures and theoretical explanations on social reproduction and social change. How do categories of people come to be seen as “different”? How does being seen as “different” affect peoples’ lived experience? What meaning does difference and inequality have for social interaction, social institutions, or culture? What difference does “difference” make? How does science and popular culture produce meaning relative to difference and inequality? What role does ideology play in the construction, experience and meaning of difference? Particular attention is given to the interaction and intersections among categories of difference. Prerequisite: ANTH or SOC 225. Fall and Spring.

22. Delete: On page 269-270, the entry for **SOC 480**, Sociology of Law:

480 Sociology of Law (3)

Problematizes the law as a social institution, revealing how its meaning and content are as changeable as the political, social and economic forces of society. A central theme of the course is the complex and reciprocal relationship between law and social change. Special attention is given to law in theory and practice relative to cultural values, conflicting interests, cultural resistance, status and power, and popular will. Even years Spring.

Add: On page 269-270, in place of deleted entry:

480 Sociology of Law (4)

A course about law, the law is conceptualized as both a problem and solution. Course emphasizes law as a social process and problematizes the law as a social institution, revealing how its meaning and content are as changeable as the political, social and economic forces of society. A central theme of the course is the complex and reciprocal relationship between law and social change. Law is investigated as both a dependent and independent variable. Special attention is given to law in theory and practice relative to cultural values, conflicting interests, cultural resistance, status and power, and popular will. Even years Spring.

23. Delete: On page 270, the entry for **SOC 499**, Undergraduate Research in Sociology:

499 Undergraduate Research in Sociology (1-6)

Undergraduate research under the supervision of a faculty mentor. An IP grade may be awarded at the discretion of instructor. May be repeated for a total of 6 hours credit. Fall and Spring.

Add: On page 265, in place of deleted entry:

499 Undergraduate Research in Sociology (1-4)

Undergraduate research under the supervision of a faculty mentor. An IP grade may be awarded at the discretion of instructor. May be repeated for a total of 8 hours credit. See department chair.

Impact: These changes are a part of the reorganization and streamlining of the current curriculum in order to accomplish a new 4 credit hour course model for the Department of Sociology and Anthropology. By expanding courses from 3 hours to 4 hours, we are able to focus on the development of additional material related to particular topics and to incorporate more emphasis on skill building and field and service experiences. The restructuring of material results in a more efficient model, and requires no need for additional positions or adjuncts.

Rationale: The change from 3 credit hour courses to 4 credit hour courses will significantly enhance the classroom experience by adding breadth and depth to course content as well as more opportunities for engaged learning. The proposed changes will enrich students' experiences while supporting a sustainable curriculum.