

FORM B

REQUEST FOR ADDITION OF A NEW COURSE

I. Course Identification

- a. Proposed prefix and number: SOCI 4327
- b. Proposed title (30 Character Max): Sociology of Everyday Life
- c. Proposed catalog description including prerequisites and credit: Students in this course apply relevant sociological theories and concepts to interpret everyday life. Students explore the way the different aspects of social reality come together and become meaningful for individuals. Students focus primarily on contemporary US society with some cross-cultural and historical applications. Prerequisite: SOCI 1301 or SOCI 2319. Credit 3.
- d. Companion course/Co-requisite: none
- e. May course be repeated for credit? No
- f. Maximum number of credit hours that can be earned: 3
- g. Is course eligible to receive a grade of IP? No If yes, justification:
- h. Is this course exempt from the 3-peat charge? No; If yes, justification:
- i. Is the proposed course eligible to be offered as writing enhanced? (applies only to undergraduate courses) No ; if yes, attach Writing Enhancement Supplement.
- j. Identify the majors and/or minors for which this course will be required: None
- k. Identify the majors and/or minors for which this course may be an elective: Sociology, Family and Consumer Sciences, Psychology, History, Education, Criminal Justice, Theater, Art.

II. Statement of Need and Program Compatibility

- a. Justify the need for this course, including how the proposed course will support the present program curriculum.
The addition of this course to the sociology curriculum presents an new opportunity for the students to focus on the materiality of social life, sound and visual representations, social emotions, among others. Sociology of Everyday Life is a rapidly growing subject area in sociology; however, it has not yet been added to our curriculum. Currently, the Sociology Department offers courses that focus on institutional dimensions or cultural niches of US society, such as family, religion, sports, dominant-minority group relations, social problems, popular culture, & the economy. The macro-orientation of such courses does not allow for the explication of the routines of everyday life. Examining these taken-for-granted routines and their interconnections to the broader macro institutions provides a holistic picture of a person's life, and helps us to round out our curriculum offerings.
- b. Explain how the addition of this course will directly or indirectly influence personnel rotation, inventory of courses, degree requirements, etc.
This course will add a 4000-level option to the inventory of offerings in the Culture and Social Institutions block of electives. As an elective, this course will add to the course elective rotation schedule with minimal effect on personnel.
- c. Identify courses with similar titles or similar contents currently offered in other departments. Explain how this course is different. Identify representatives from departments offering courses with similar titles or contents who have reviewed this proposal and summarize their responses.
A search of the course catalog did not reveal any courses similar in title or content to the one proposed here.
- d. Identify who is likely to be the instructor(s) of this course.
Olena Leipnik, PhD
Douglas Constance, PhD

III. Course Content

- a. List the course objectives as expected student outcomes. Objectives should be specific, measureable, and appropriate for the course level (i.e., graduate courses should not "introduce" or "identify").
Upon completion of this course, the student will be able to:

- Describe major sociological theories of and approaches to everyday life;
- Recognize patterns, structural components, and the dynamics of the everyday life;
- Analyze the every day life occurrences and their cross cultural meanings.
- Construct appropriate research questions and projects.

- b. Identify the proposed text(s) for the course (include full name of author, title, publisher and date). **If the text is more than 5 years old, please provide a justification.**

Author	Title And Publisher	Year
David M. Newman	Sociology: Exploring the Architecture of Everyday Life. 5th Edition. Sage	2017
Josse Johnston, Kate Cairns, & Shyon Baumann	Introducing Sociology Using the Stuff of Everyday Life. Routledge	2016

- c. Using a 15-week class schedule, identify the topics to be covered during each week of the semester:

Week 1	The structure of the everyday life
Week 2	Development of sociology in everyday life: Anthropology and phenomenology colliding
Week 3	Phenomenological sociology and the theory of frames
Week 4	Ethnomethodology and the social construction theories
Week 5	Social emotions and the patterns of rationing
Week 6	Ideologies and social mythologies
Week 7	Work and leisure
Week 8	Celebrations
Week 9	The hidden intimate spheres
Week 10	The daily life and social action
Week 11	The patterns of the everyday life in preindustrial societies
Week 12	The patterns of the everyday life in industrial and postindustrial societies
Week 13	The collision of the everyday practices in multicultural societies
Week 14	Research project in policy making or community service
Week 15	Conclude research project

IV. Library materials required for this course. This section is to help the Library review the adequacy of the current collection and plan for the future allocation of resources to better meet the needs of students enrolled in this course.

- a. Please indicate the **types** of library resources you expect students to use for this course. Using a scale of 0 to 7, indicate the **extent of use** anticipated for each type of library resource selected. [0 = no use to 7 = extensive use]

Types of print/electronic library resources needed	Extent of use anticipated (on a scale of 0 to 7)
Scholarly, Peer-Reviewed Journals	3
Electronic Databases	2
Books	3
Trade Journals	0
Newspapers	5
Popular Magazines	4
Audio-Visual	3
Other (please specify)	0

- b. Please identify **specific** resources that the Library needs to **acquire** in support of this course. These resources could include but are not limited to (both print and electronic) journals, electronic databases, books, etc. Please identify **new titles** that should be acquired or **subject areas** in the collection that may need to be **enhanced** or **updated**.

New titles needed or subject area to be enhanced:

None

- V. Please identify equipment and technological resources required for this course. This section addresses the need for specialized laboratory equipment, computer software or other physical resources not generally available on campus.

None

After this form has been completed, contact a Bibliographer/Librarian to complete the Library Collection Review (LCR) form. The LCR form should be attached to Form B before the proposal is forwarded to your College Curriculum Committee.

FORM B
—CHECK LIST—

Please check each box to verify review.

Overall

- ☒ The version of Form B currently posted on the Academic Affairs web site under Curriculum Forms is being used.
- ☒ Font is Times New Roman, 11 pt, no bold, no “all caps.”
- ☒ The form has been proofed for spelling and grammar errors. Please note that the Form B template does not have grammar and spell check.
- ☐ Every question has a response. If there is not an affirmative response, use “N/A,” “No,” or “None” as appropriate.

Part I - V

- ☒ I.c. The catalog description is in complete sentences.
 - ☒ Course catalog descriptions should be understandable to members outside the discipline. Avoid acronyms, abbreviations and terminology specific to the discipline not usually recognized by the general public. Commonly recognized terminology is acceptable, e.g., NASA, DNA, S Corporation.
 - ☒ The final sentence of the catalog description lists any prerequisites, followed by credits, e.g., Prerequisite: IT 161. Credit 3.
 - ☒ Use terms such as “basic,” “fundamental,” “introduction,” and “overview” sparingly. Upper division courses should seldom be introductory.
- ☒ I.d. Companion courses require concurrent enrollment. This is a rare occurrence. If applicable, the companion course should be listed in the course description.
- ☒ I.i. If the course is proposed to be writing enhanced, course requirements listed in the 15-week class schedule should reflect writing assignments.
- ☒ II.b. There is nearly always an impact if a new course is added. Adding a new course may require that new faculty be hired or existing teaching assignments be modified, existing courses be deleted, or degree requirements be modified. Offer specific explanation of the modifications.
- ☒ II.c. Review SHSU course offerings to identify courses with similar titles or content. Err in favor of listing courses that potentially could overlap. Include documentation of discussions with appropriate departmental chairs to avoid duplication.
- ☒ III.b. Note that the form requires both Title and Publisher. Do not omit the publisher.

Provide a justification if the proposed texts are more than five years old. Check to see if proposed textbooks over two years old are out-of-print.
- ☒ III.c. If the course features differential content or directed study, provide a sample 15-week class schedule.
- ☒ IV. The library has been supplied with an electronic copy of this course request at least 2 weeks prior to the college submission deadline.

I certify that the Form B submitted to the University Curriculum Committee has been reviewed and complies with the stipulations on this checklist.

<u>Furjen Deng</u>	<u>4/3/17</u>	<u>Jerry Bruce</u>	<u>5/3/17</u>
Department Chair Signature	Date	College Curriculum Committee Chair Signature	Date

LIBRARY COLLECTION REVIEW for PROPOSED COURSE

Proposed Course Prefix and Number: SOCI4327

Proposed Title: Sociology of Everyday Life

1. Results of the librarian's review of the adequacy of library holdings to support the proposed course content areas and assignments. Please be specific, and indicate whether the subject areas of the course require new expenditures, or are already included in the collection due to library support of courses with similar information needs.

This course will be supported with existing Library resources that sustain the Sociology program. The Library's monograph collection, journal collection, government documents, and online resources adequately covers the topics addressed in this course.

Journal article citations are provided primarily through SocINDEX with additional support provided by Black Studies Center, GreenFILE, Humanities & Social Sciences Index Retrospective, and Urban Studies Abstracts. Full-text access to scholarly journal articles are provided through the following databases: Academic Search Complete, JSTOR, Omni File Fulltext Mega Edition, Project Muse, Sage Premier / Sage Journals Online, Science Direct, Social Sciences Full Text, and Wiley Online Library.

Full-text access to national and international news articles is provided by Access World News, Factiva, and Newspaper Source. Audiovisual materials are accessible via Academic Video Online: Premium, Ambrose Video, Films on Demand, Kanopy Streaming Video, Opposing Viewpoints in Context, and PBS Video Collection.

The Library's current journal holdings, electronic databases, and Interlibrary Loan services will sufficiently meet the needs of students enrolled in this course.

2. Identify additional resources that are likely to be needed, and the approximate cost of the materials.

none

3. Bibliographer's comments (state any concerns regarding the library's support of the course).

none

Signed: Susan Strickland Date: 11 April 2017
Bibliographer

Signed: Lisa Shen Date: 11 April 2017
Library Director

WRITING ENHANCEMENT SUPPLEMENT

Proposed Course Prefix and Number:

Proposed Title:

Briefly explain how the writing requirement will be met in this course, keeping in mind that 50% or more of the course grade must be derived from written assignments, either formal or informal.

Reviewer's Notes:

Signed: _____ Date: _____
Writing Enhanced Committee Chair