ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE  January 7, 2012

1. ACADEMIC UNIT: Bachelor of Interdisciplinary Studies / School of Letters and Sciences

2. COURSE PROPOSED: BIS 499 Exploring Sociocultural Phenomena Through Research in the Social Sciences

3. CONTACT PERSON: Name: David Thomas Phone: 480 727-7061

Mail Code: 3801 E-Mail: David.Thomas@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965–0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   Literacy and Critical Inquiry—L ☐
   Mathematical Studies—MA ☐ CS ☐
   Humanities, Fine Arts and Design—HU ☐
   Social and Behavioral Sciences—SB ☒
   Natural Sciences—SQ ☐ SG ☐

   Awareness Areas
   Global Awareness—G ☐
   Historical Awareness—H ☐
   Cultural Diversity in the United States—C ☐

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: ☐ No ☒ Yes; Please identify courses: SGS 499

Is this a multisection course?: ☐ No ☒ Yes; Is it governed by a common syllabus? __________

Chair/Director (Print or Type) ___________________________  Chair/Director (Signature) ___________________________

Date: ___________________________

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU-[SB] CRITERIA

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
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<tr>
<td>☒</td>
<td>☐</td>
<td>2. Course content emphasizes the study of social behavior such as that found in:</td>
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<td></td>
<td>☐</td>
<td>• ANTHROPOLOGY</td>
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<td></td>
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<td>• ECONOMICS</td>
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<td></td>
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<td>• CULTURAL GEOGRAPHY</td>
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<td></td>
<td>☐</td>
<td>• HISTORY</td>
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<td>☒</td>
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<td>3. Course emphasizes:</td>
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<td>☐</td>
<td>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</td>
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<td></td>
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<td>OR</td>
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<td></td>
<td>☒</td>
<td>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
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<td>☐</td>
<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
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THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
<td>By conducting primary research while interning abroad, students explore sociocultural variables associated with human interaction and behavior.</td>
<td>Each of the research projects (Learning Modules 1, 2, 3, 5, 6) center on a different aspects of human interaction. Primary research topics are designed to allow students to explore sociocultural variables associated with human interaction and gain a deeper understanding of how culture influences human interaction.</td>
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<tr>
<td>2. Course content emphasizes the study of social behavior such as that found in: anthropology and history (and the social sciences in general).</td>
<td>Course Readings and quizzes emphasize approaches to understanding social behavior used across disciplines in the social sciences and highlight the importance of multidisciplinary research into social behavior as a means of developing a more integrative understanding.</td>
<td>By studying and engaging in various modes of research, students experientially learn about social behavior and practice research techniques employed in disciplines such as anthropology (Learning Modules 2-6) and history (Learning Module 4).</td>
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<td>3b. Course emphasizes the distinct methods of inquiry in the social and behavioral sciences.</td>
<td>This is the primary focus of the course.</td>
<td>See course description and key topics in each of the learning modules. Methods of inquiry to be learned and practiced by students include qualitative interviewing,</td>
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<td>observing social settings, content analysis, and surveys.</td>
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BIS 499: Exploring Sociocultural Phenomena Through Research in the Social Sciences

Summer 2012 Dublin Internship and Study Abroad Program
Arizona State University

Instructor
David A. Thomas, Ph.D.
E-Mail: david.thomas@asu.edu

Location / Times
Dublin City University (and various locations around Dublin) Meeting dates / times TBA

Course Description
This course provides an opportunity for the student to explore the nature of inquiry in the social sciences as a means of developing cultural insights with respect to their study-abroad host country, Ireland. Students learn various qualitative and quantitative approaches to social research, conduct primary and secondary research associated with various aspects of Irish culture, and explore cultural explanations of social phenomena and the strengths and weaknesses of various research methods.

Course Objectives

<table>
<thead>
<tr>
<th>Category</th>
<th>Learning Objective(s)</th>
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<tbody>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>♦ Evaluate / critique research claims in the social sciences, thinking critically about methodological approaches, research design, and evidence associated with a claim.</td>
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<td>♦ Understand the distinction between primary and secondary research, and the role of existing literature.</td>
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<td><strong>Knowledge of Multiple Research Methods</strong></td>
<td>♦ Compare and contrast the nature and value of both quantitative and qualitative research in the social sciences, and understand some of the different research approaches that are associated with each.</td>
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<td>♦ Comment on the strengths and weaknesses of various approaches to research / inquiry in the social sciences, and how multiple modes of research serve as tools to better understand sociocultural phenomena.</td>
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<td>♦ Understand how to design and structure research investigations using both quantitative and qualitative approaches around cultural themes.</td>
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<tr>
<td><strong>Application of Research Methods</strong></td>
<td>♦ Perform primary research as a means of gaining cultural insights.</td>
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<td>♦ Analyze and reflect on the process / results of research projects.</td>
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### Grading Policy / Assignment Weighting

<table>
<thead>
<tr>
<th>Learning Module</th>
<th>Task(s) To Be Completed</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td><strong>Learning Module 1</strong></td>
<td><strong>Learning Module 1</strong>&lt;br&gt;Introduction to inquiry in the social sciences&lt;br&gt;Ethics in social science research&lt;br&gt;Readings:&lt;br&gt;1) Learning Module 1 online readings and pre-departure materials – See course website&lt;br&gt;Quizzes:&lt;br&gt;1) Quiz #1: Human inquiry and ethics in the social sciences, characteristics of qualitative and quantitative approaches to research&lt;br&gt;Assignments:&lt;br&gt;1) Paper #1: Literature review, researching sociocultural variables affecting human interaction and associated methodologies</td>
<td>25</td>
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<td><strong>Learning Module 2</strong>&lt;br&gt;Introduction to ethnographic research&lt;br&gt;Qualitative field research / Qualitative interviewing&lt;br&gt;Readings:&lt;br&gt;1) Learning Module 2 online readings – See course website&lt;br&gt;Quizzes:&lt;br&gt;1) Quiz #2: Ethnographic research, qualitative interviewing&lt;br&gt;Assignments:&lt;br&gt;1) Paper #2: Qualitative interview project – and reflection on the process, strengths and weaknesses of interviewing as a research method</td>
<td>50</td>
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<td><strong>Learning Module 3</strong>&lt;br&gt;Ethnographic / qualitative field research continued&lt;br&gt;Observation research project&lt;br&gt;Readings:&lt;br&gt;1) Learning Module 3 online readings – See course website&lt;br&gt;Quizzes:&lt;br&gt;1) Quiz #3: Approaches to observational research&lt;br&gt;Assignments:&lt;br&gt;1) Paper #3: Observational research project / observing a social setting – and reflection on the process, strengths and weaknesses of interviewing as a research method</td>
<td>50</td>
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<tr>
<td>Learning Module</td>
<td>Task(s) To Be Completed</td>
<td>Points</td>
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<td><strong>Learning Module 4</strong>&lt;br&gt;An introduction to unobtrusive research in the social sciences&lt;br&gt;Content analysis project</td>
<td><strong>Readings:</strong>&lt;br&gt;1) Learning Module 4 online readings – See course website</td>
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<td><strong>Quizzes:</strong>&lt;br&gt;1) Quiz #4: Approaches to historical / comparative analysis and content analysis</td>
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<td><strong>Assignments:</strong>&lt;br&gt;1) Paper #4: Content analysis project – evaluating cultural differences through content analysis of early American and early Irish folk song lyrics, and a reflection on the process, strengths and weaknesses of content analysis as a research method</td>
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<td><strong>Learning Module 5</strong>&lt;br&gt;Introduction to quantitative approaches to research&lt;br&gt;Thinking critically about social statistics&lt;br&gt;Survey research – design and considerations&lt;br&gt;Survey design project</td>
<td><strong>Readings:</strong>&lt;br&gt;1) Learning Module 5 online readings – See course website</td>
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<td><strong>Quizzes:</strong>&lt;br&gt;1) Quiz #5: Social statistics and survey design</td>
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<td><strong>Assignments:</strong>&lt;br&gt;1) Paper #5: Survey development project – evaluating sociocultural variables through surveying</td>
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<td><strong>Learning Module 6</strong>&lt;br&gt;Quantitative field research / surveys continued&lt;br&gt;Experimental approaches to inquiry in the social sciences&lt;br&gt;Survey field research project</td>
<td><strong>Readings:</strong>&lt;br&gt;1) Learning Module 6 online readings – See course website</td>
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<td><strong>Quizzes:</strong>&lt;br&gt;1) Quiz #6: Quantitative data analysis, descriptive statistics</td>
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<td><strong>Assignments:</strong>&lt;br&gt;1) Paper #6: Survey research project, quantitative analysis of data, and a reflection on the process, strengths and weaknesses of surveys as a research method</td>
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**Total Possible Points**<br>200

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<thead>
<tr>
<th>Total Point Score</th>
<th>Letter Grade</th>
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<tr>
<td>180 – 200 (90% and up)</td>
<td>A</td>
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<tr>
<td>160 – 179 (80% to 89%)</td>
<td>B</td>
</tr>
<tr>
<td>140 – 159 (70% to 79%)</td>
<td>C</td>
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<tr>
<td>120 – 139 (60% to 69%)</td>
<td>D</td>
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</table>


**Assignment Submission and Late Work Policy**

Assignments are DUE (emailed to Dave) on the assigned due dates. It’s also critical that you save copies all of your work for documentation purposes and for future reference. Don’t take a risk – save your work frequently as you’re doing it, and back everything up in at least two places! **No late work will be accepted for credit except under extraordinary circumstances with appropriate documentation.** If any late work is accepted (at the instructor’s discretion), it will be subject to a 50% late work penalty. This course will move quickly – be sure to plan to allocate an appropriate amount of time each week to attend class and work on your assignments. Procrastination does not work well in Study Abroad types of situations – you’ll want to plan your time carefully so you can maximize your overseas experience!

**Text Book / Course Readings**

The following readings are required for the course:

**Course Website** – You’ll find all of the other required readings / presentations available on-line at the Course Blackboard website.

**Citing Style for Assignments**

Other potentially useful info: See these cites for APA citation style. APA is easy and what I personally prefer. If you don’t know it, see


and for help with just about any sort of citation you need to do for several styles (including APA)


See all these for help. They also help refresh your memory on how to do your bibliography.


Purdue University Writing Lab, look through lots of handouts and materials there…see information on research and documenting sources, paraphrasing, etc.
http://owl.english.purdue.edu/

**Assignment Formatting / Submission Tips**

Please follow these instructions carefully:

- Write all of your assignments in Microsoft Word. If you are using Microsoft Word 2010 or any other word processor (such as Word Perfect), be sure to save your file as a Rich Text File (.rtf) before you submit it to the course website. Saving as a rich text file (.rtf) is generally always a good bet when in doubt.

- Always be sure to spell-check and proofread your work.

- Always back up your work – and do it regularly to an external drive or flash drive. You should always have your work saved in at least two places.

- Use the class naming convention for files of YourName_AssignmentName for each assignment).
Required Format: Core assignments must be typed / word-processed (11 point font / 1.5 line spacing / 1 inch margins). When you are responding to specific questions / prompts, please include the questions / prompts before your responses (you can copy and paste them from the course website).

Put the assignment number/name on the top left, and your name on the top right, of the first page. Follow the assignment submission instructions carefully and save each file as a Microsoft Word document (or rich text file) with the appropriate file name / extension (according to the instructions for each assignment). Failure to follow formatting and submission instructions will cost you points!

Assessment Guidelines Rubric

Each assignment has a different focus with specific requests, but these general rules apply to each as I look for junior / senior-level work and good thinking and writing skills in all work. Divide the points you earned by what the assignment was worth to calculate your grade.

A = Excellent = Exceptional Paper
-All items requested in the assignment details are included, exceptionally outlined
-Comprehensive grasp of subject matter is demonstrated
-In-depth understanding of relevant concepts issues related to topic addressed / assigned
-Profound analytical critique, synthesis, & evaluation of information
-Insight in thought and contribution of something new
-A clear, concise, and fluent style highlighting a well-written & logically structured essay.
-A virtually flawless mastery of all aspects of grammar, structure, spelling, & style
-Timely submission and academic integrity

B = Good = Above Average Paper
-All items are included: meets all requirements
-Good grasp of subject matter is demonstrated
-Basic understanding of relevant concepts & issues related to topic addressed
-Some in depth analytical critique, synthesis, & evaluation of information
-A clear, concise, and fluent style highlighting a well-written & logically structured essay.
-A good grasp of grammar, structure, spelling, & style
-Standard format of # of pages, margins, fonts, space, cover page, etc.
-Timely submission and academic integrity

C = Satisfactory = Competent Paper
-All items are not included: one key area weak or missing
-Basic grasp of subject matter is demonstrated
-Some understanding of relevant concepts & issues related to topic addressed
-Adequate attempt for analytical critique, more reporting than analyzing
-Essay with an acceptable style and structure
-Basics of grammar, structure, and spelling
-Standard format of # of pages, margins, fonts, space, cover page, etc.
-Timely submission and academic integrity

D = Poor = Marginally Acceptable Paper
-All items are not included: more than one key item missing or very weak
-Confusion of subject matter is demonstrated
-Understanding of relevant concepts & issues related to topic addressed is weak
-Just reporting events
-A basic grasp of grammar, structure, spelling, & style
-Standard format of # of pages, margins, fonts, space, cover page, etc.
-Timely submission and academic integrity

E = Failing = An Unacceptable Paper
-All items are not included
-A basic lack of understanding of the subject matter
-No attempt to go beyond description
-Written expression is disorganized and poorly expressed
-Serious errors in grammar, sentence structure, and spelling
-Timely submission & Academic integrity questionable
-Standard format not followed