

Introduction to Sociology FALL 2008

Course Information

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| Organization | Mercer County Community College |
| Developers | Gianna Durso-Finley, Denise Ingram |
| Development Date | 20082 |
| Course Number | SOC 101 |
| Instructional Level | 100 Level |
| Division | Liberal Arts |
| Department | Social Science |
| Potential Hours of Instruction | 3 |
| Total Credits | 3 |

Description

Students will engage in sociological analysis of society and culture. Students will investigate the origin and design of political, economic and social institutions, such as religion, the family, class and caste, education, urban and rural life styles, values, norms, roles, and sociocultural change. Students will learn to analyze, evaluate and critique social structures.

Types of Instruction

| Instruction Type | Contact Hours | Credits |
|------------------|---------------|---------|
| Lecture | 3 | 3 |

Textbooks

James M. Henslin. *Sociology: A Down-To-Earth Approach Core Concepts*. Allyn and Bacon. 2009. **Edition:** 3rd. **Pages:** 338+. **ISBN:** 10-0-205-57135-2. **Source:** College Bookstore or any vendor.

Learner Supplies

MySocLab. **Manufacturer:** Allyn and Bacon. **Price:** Free with new text. **Source:** Internet.

Prerequisites

Students must be academically eligible for college-level work

Exit Learning Outcomes

General Education Outcomes

- A. Goal 1. Communication. Students will communicate effectively in both speech and writing.
- B. Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
- C. Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Competencies

1. Summarize the history of the academic discipline of sociology

General Education Outcomes

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

You will demonstrate your competence:

- o by writing a summary

Your performance will be successful when:

- o summary identifies the key points
- o summary includes only relevant and necessary details
- o summary is concise without being sketchy
- o summary evidences correct grammar, punctuation and spelling

Learning Objectives

- a. Discuss the social changes that fostered the growth of the discipline of sociology
- b. Identify the major contributions of Marx, Weber, Durkheim, Martineau and DuBois and other major sociological theorists
- c. Identify the four technological revolutions that have transformed society and give examples of key transformations in social structure, labor and social inequality

2. Illustrate the application of the major methods of sociological research

General Education Outcomes

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

You will demonstrate your competence:

- o by comparing and contrasting methods and reporting your findings

Your performance will be successful when:

- o comparison is based on important features or attributes
- o comparison includes the similarities between the items
- o comparison includes the differences between the items
- o comparison includes logical conclusions drawn from the comparison
- o comparison is neat and presentable
- o comparison evidences correct grammar, punctuation and spelling

Learning Objectives

- a. Describe and evaluate the purpose and utility of each of the six major research methods sociologists employ
- b. Demonstrate an understanding of the ways social scientists gather and analyze data, integrate knowledge, and draw conclusions, and will engage with these processes
- c. Analyze a piece of social science research to explore the design, methods and findings of the research

3. **Apply the three major sociological perspectives to social interaction**

General Education Outcomes

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

You will demonstrate your competence:

- o by completing a written sociological analysis

Your performance will be successful when:

- o Analysis shows evidence of logical critical thinking
- o Analysis follows an effective organizational plan
- o Analysis follows prescribed format, meeting criteria for all components
- o Analysis exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage

Learning Objectives

- a. Apply the Functional perspective to major institutions and social interactions
- b. Apply the Interactionist perspective to major institutions and social interactions
- c. Apply the Conflict perspective to major institutions and social interactions

4. **Identify and critique the importance of norms and values in society**

General Education Outcomes

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

You will demonstrate your competence:

- o by participating in the class
- o by classifying US Values

Your performance will be successful when:

- o Student will be able to describe and give examples of norms and values and discuss their impact on individuals and groups
- o you enter into class discussions
- o you offer questions or comments during class
- o you attend class regularly
- o you listen attentively during class
- o list of values includes all of the significant items to classify
- o list of values is correctly sorted into the categories
- o you recognize the influence of diverse cultural perspectives on human thought and behavior

Learning Objectives

- a. Discuss and provide examples of important values, norms, mores, folkways, taboos and sanctions in U.S. culture
- b. Define culture and the related concepts of ethnocentrism and cultural relativism
- c. Explain the importance of language as the basis of culture and shared meaning
- d. Evaluate the arguments for biology versus culture in gendered behavior and gender stratification

- e. Describe and give examples of key issues relating to primary/secondary groups, in/out groups, reference groups and social networks
- f. Differentiate between physical, psychological and sociological explanations of why people violate norms
- g. Analyze will analyze how the differences in people's background are important to American society.
- h. Evaluate will evaluate the consequences of prejudicial attitudes and discriminatory actions.
- i. Identify common and universal cultural themes that run through marriage and the family

5. Evaluate the nature and role of social institutions in society

General Education Outcomes

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

You will demonstrate your competence:

- o by writing a critique of institution(s)

Your performance will be successful when:

- o critique summary accurately represents the main ideas
- o critique includes both positive and negative comments
- o personal opinion is supported with relevant facts and research
- o critique is well organized
- o critique evidences correct grammar, punctuation, and spelling

Learning Objectives

- a. Give examples of the ways in which prejudice is learned and internalized by both dominant and minority groups
- b. Compare and contrast the terms aggregate, category and group
- c. Identify sociological factors that contribute to both the bright side and the dark side of marital and family relations

6. Apply the sociological imagination to the student's own life experience exploring the relationship between self and society and the social construction of reality

General Education Outcomes

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

You will demonstrate your competence:

- o by participating in the class
- o by writing essays on the connections between self and society through different content areas of the course

Your performance will be successful when:

- o you offer questions or comments during class
- o you attend class regularly
- o you listen attentively during class
- o essay ideas are relevant, appropriate, and accurate
- o each main idea is developed using supporting material

- o essay arguments are to the point
- o essay includes an interesting and thoughtful closing statement

Learning Objectives

- a. Analyze the concepts of nature and nurture and how they relate to socialization
- b. Explain what the sociological perspective is, and why Mills refers to it as the "intersection of biography (the individual) and history (the social factors that influence the individual)."
- c. Give examples of the ways in which a person's social location underlies his/her perceptions and beliefs
- d. Give an expanded example of the concepts of dramaturgy and the Thomas Theorem
- e. Explain the role of nature, nurture and free will in the development of an individual
- f. Give examples of key issues in group dynamics, conformity, obedience and group-think
- g. Apply functional, conflict and interactionist theories the student's own experience
- h. Appreciate will analyze and appreciate how social and political institutions and organizations influence individual development and behavior

Schedule

| Session | Target Competencies | Notes |
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| Unit 1 – The Discipline of Sociology | Explain what the sociological perspective is, and why Mills refers to it as the "intersection of biography (the individual) and history (the social factors that influence the individual)." | |
| | Discuss the social changes that fostered the growth of the discipline of sociology Describe and evaluate the purpose and utility of each of the six major research methods sociologists employ Identify the major contributions of Marx, Weber, Durkheim, etc... | |
| | Understand and apply the three major analytical perspectives in sociology: conflict theory, functionalism, and symbolic interactionism. | |
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| Unit 2 – Culture and Socialization | Define culture and the related concepts of ethnocentrism and cultural relativism Explain the importance of language as the basis of culture and shared meaning | |
| | Discuss and provide examples of important values, norms, mores, folkways, taboos and sanctions in U.S. culture | |
| | Apply the three sociological perspectives to the concept of culture | |
| | Understand the concepts of nature and nurture and how they relate to socialization Explain and provide examples of how social interaction creates cognitive and social development | |
| | Apply the concept of the looking glass self and the I/Me distinction to the student's own experiences Identify 5 major agents of socialization and provide examples of how each imparts cultural messages | |
| | Describe and critique gender socialization in the contemporary U.S. Explicate the role of nature, nurture and free will in the development of an individual | |

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| Unit 3 – Social Structure and Analysis | Demonstrate understanding of the concepts of status, role, group, institution and social class and micro versus macro level analysis Unpack and apply the ways in which a person's social location underlies his/her perceptions and beliefs | |
| | Give an expanded example of the concepts of dramaturgy and the Thomas Theorem | |
| | Apply the three sociological perspectives to the analysis of social structure and social interaction | |
| | Compare and contrast the terms aggregate, category and group Identify the four technological revolutions that have transformed society and give examples of key transformations in social structure, labor and social inequality | |
| | Understand and give examples of key issues relating to primary/secondary groups, in/out groups, reference groups and social networks | |
| | Understand and give examples of key issues in group dynamics, conformity, obedience and group-think | |
| Unit 4 – Major Social Forces - Deviance and Stratification | Differentiate between physical, psychological and sociological explanations of why people violate norms Give examples of mild, moderate and severe social sanctions to control deviance and evaluate their effectiveness | |
| | Understand and apply interactionist theories of deviance - association, control, and labeling Understand and apply functional theories of deviance, including the positive functions of deviance and strain theory Understand and apply the conflict theory of | |
| | Understand and apply interactionist theories of deviance - association, control, and labeling Understand and apply functional theories of deviance, including the positive functions of deviance and strain theory Understand and apply the conflict theory of | |
| | Define social stratification and explain why it is relevant to the understanding of society, including social inequality and gender stratification Define and give characteristics of the 6 major social classes in contemporary U.S. provided in Gilbert and | |
| | Explain and critique functional theories of stratification (Davis and Moore) Explain and evaluate Marx's focus on economic stratification versus Weber's discussion of power, property and prestige Apply interactionist implications of stratification | |

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| Unit – 5 Major Topics - Gender, Race and the Family | Provide examples of gender inequality in education, work, politics, violence and the family, including general devaluation of the feminine Apply functional, conflict and interactionist theories to gender stratification | |
| | Provide examples of gender inequality in education, work, politics, violence and the family, including general devaluation of the feminine Apply functional, conflict and interactionist theories to gender stratification | |
| | Explain why race is both a myth and a reality - give examples Describe the characteristics of dominant versus minority groups (ethnic identification), and give example of the six types of relations that emerge between the groups - genocide, population tra | |
| | Provide examples of individual and systemic discrimination Understand and provide examples of the ways in which prejudice is learned and internalized by both dominant and minority groups Explain and give examples of functionalist, conflict and interaction | |
| | Identify common and universal cultural themes that run through marriage and the family Identify and provide examples of general trends in U.S families and marriages - one-parent families, blended families, same-sex families, cohabitation, delayed marriage, | |
| | Understand the three sociological perspectives on the family - symbolic (multi-faceted relationships), functional (roles with families and of the family in society), and conflict (inequality within and between families). Apply the analyses to the student's | |