

Spring 2014

COURSE SYLLABUS

COURSE TITLE : SOC F101, Principles of Sociology, CRN 1319

CREDIT HOURS: 3

COURSE PREREQUISITES: English 101 placement

COURSE MEETING TIME: This is a distance learning course, and you are required to log on weekly at your convenience to complete class assignments by their due dates.

INSTRUCTOR/ph.#/e-mail: Dr. Rebecca M. Loew/ 860-343-5813/ **There is internal email built into the course. Please use that email. Use the following email address in an emergency only:** rloew@mxcc.edu

OFFICE LOCATION: Snow Hall, Rm. 508

TEXT: Macionis, John J., 2013 *Society: The Basics*, 12h ed., NJ: Prentice Hall.

COURSE DESCRIPTION: A study of modern society and its social organization, institutions, groups and social roles. Topics of study will include patterns of social interaction, the organization and stratification of groups ranging from families to corporations, and others. Learning objectives include applying scientific methods of analysis and examining social issues from a humanistic perspective.

SCOPE OF COURSE: This course is designed to introduce the student to “the sociological imagination” and to encourage students to develop a critical capacity to understand how the social world works. Students will become familiar with a number of key sociological concepts as well as some of the major substantive topics that sociologists study, including patterns of socialization across the lifespan, social stratification by race, gender, and age, and the functions and dysfunctions of social institutions. Finally, students will have the opportunity to analyze a variety of sociological themes as they emerge in some of the most exciting contemporary research on topics such as social inequality, globalization, technological change, and consumerism. This course is important because it will develop the students’ ability to think sociologically, thus enabling them to make observations and offer insights about the social world. These insights will extend far beyond explanations that rely on individual experience, idiosyncrasies, or personality.

PARTICIPATION POLICY: You are required to log on weekly and perform tasks and assignments online per the course outline in the syllabus. For weekly discussions, **the initial message responding to the questions or chapter summary is due midnight, Saturday of the week. The response to another student is due midnight, Sunday of the week.** All other assignments are due according to the course outline. Credit will not be given for late submissions.

CLASS CANCELLATION POLICY: Not applicable

LEARNING OUTCOMES: Upon completion of the course, the student will be able to:

1. *Think Sociologically.* To be able to define sociology and understand the basic components of the sociological perspective. To be able to provide examples of the ways in which social forces affect our everyday lives. To begin to recognize factors in society which encourage people to perceive the world sociologically. To be able to identify important historical factors in the development of the discipline of sociology as a science. To be able to identify and discuss the differences between the three major theoretical approaches used by sociologists in the analysis of society. To be able to understand the three ways to do sociological research: scientific, interpretative, and critical. To become familiar with research methods used by sociologists in the investigation of society.
2. *Culture.* To identify the dominant values in our society and to recognize their interrelationships with one another and with other aspects of culture. To be able to provide examples of the different types of norms operative in a culture. To begin to understand the historical and present relationship between technology and culture in society. To enhance your understanding of cultural diversity and of multiculturalism. To be able to differentiate between ethnocentrism and cultural relativism.
3. *Socialization.* To be able to compare the agents of socialization (family, school, peer groups, and mass media) in terms of their effects on an individual's socialization experiences. To develop a life-course perspective of the socialization experience.
4. *Social Interaction.* To be able to identify the characteristics of social structure. To be able to discuss the relationship between social structure and individuality. To be able to distinguish between the different types of statuses and roles. To be able to describe and illustrate the social construction of reality. To see the importance of performance, nonverbal communication, idealization, and embarrassment to the "presentation of the self."
5. *Groups and Organization.* To be able to identify the differences between social groups, primary groups, and secondary groups. To be able to identify the various types of leaders associated with social groups. To be able to compare the research of several different social scientists on conformity. To be able to recognize the importance of reference groups to group dynamics and to identify and describe the basic characteristics of bureaucracy.
6. *Social Stratification.* To begin to understand the relationship between ideology and stratification. To be able to describe and differentiate between the structural-functional and social-conflict perspectives of stratification. To be able to explain and describe patterns of inequality in the United States. To be able to identify and discuss the different social classes in the United States. To be able to describe the ways in which social stratification is linked to health, politics, values, and family life. To be able to describe the

different types of social mobility and what role they play in the United States stratification system. To become more aware of the demographic patterns of poverty in society.

7. *Global Stratification*. To be able to define and describe the demographics of the three "economic development" categories used to classify nations of the world. To recognize the extent to which women and children are represented among the poor of the world and the factors leading to this condition. To be able to identify and discuss the correlates of global poverty and to describe the stages of modernization.
8. *Gender Stratification*. To become aware of the various types of social organizations found globally based upon the relationship between females and males. To be able to describe the link between patriarchy and sexism. To be able to describe the role that gender plays in socialization in the family, the peer group, schooling and the mass media. To see how gender stratification occurs in employment, education, politics, and economics.
9. *Race and Ethnicity*. To develop an understanding about the biological and social bases for definitions of race. To be able to distinguish between the concepts of race and ethnicity. To be able to identify the characteristics of a minority group. To be able to provide examples of institutional prejudice and discrimination. To be able to describe racial and ethnic trends of the future.
10. *Economics and Politics*. To be able to identify and describe the three sectors of the economy. To be able to compare various economic systems. To be able to describe the general characteristics and trends of work in the U.S. postindustrial society. To be able to compare the four principal kinds of political systems.
11. *Family and Religion*. To be able to analyze the social institutions of kinship, family, and marriage using the structural-functional, social-conflict, and symbolic-interaction perspectives. To be able to describe the traditional life course of the U.S. family. To be able to recognize the impact of social class, race, ethnicity, gender, and socialization on the family. To be able to define basic concepts relating to the sociological analysis of religion. To be able to identify and describe the three functions of religion as developed by Emile Durkheim
12. *Education and Health*. To be able to identify and describe the functions of schooling. To develop a global and historical perspective on health and illness. To recognize how race, social class, and age affect the health of individuals in our society. To become aware of the ways in which the health of a population is shaped by society. To develop a global and historical perspective on health and illness.
13. *Social Change*. To be able to identify and describe the four major characteristics of social change. To be able to identify and illustrate the different sources of social change. To be able to identify the different types of social movements.

METHODS OF EVALUATION:

Competence/Assessment

Competence will be demonstrated in each chapter:

- **By critiquing weekly assigned readings**
- **Examinations**
- **Discussion Board participation**

Course Requirements and Evaluation Methods

Weekly discussions (15 discussion assignments; 10 points each)	150 points
<u>Exams (3 exams; 50 points each)</u>	<u>150 points</u>
TOTAL	300 points

Weekly Discussions

Every week, you will be asked by the instructor to answer questions relating to assigned chapter on the week discussion board. You also need to respond to at least ONE message another student posted. A weekly discussion assignment is worth 10 points.

- The initial message responding to the instructor's questions is due midnight, Saturday, of each week.
- The response to at least two classmates is due midnight, Sunday, of each week.

You will be graded on how completely you answer the assigned discussion questions and by the quality of your response to other students' postings. ***Refer to the grading rubric for a specific explication of how points are assigned to discussion responses.*** Your use of critical thinking skills, the research you conduct on the discussion board questions, and your application of the readings will be assessed. You will have one week to conduct research and post. The discussion board is available Monday 12:01 am to the following Sunday Midnight EST. *No late postings will be accepted.*

The exams will draw from material in the text and readings, films, discussions, and instructor comments for the calendar period covered by the exam.

Grading System: The policies detailed in the college catalogue will be followed by the instructor.

ADA Accommodations Statement: "Students with physical or learning disabilities who may require accommodations are encouraged to contact the Counseling Office. After disclosing the nature of the disability, students are urged to discuss their needs with individual instructors. This should be done at the beginning of each semester. Instructors, in conjunction with appropriate

college officials, will provide assistance and/or accommodations only to those students who have completed this process.”

Information regarding academic ethics and classroom behavior: “At Middlesex Community College we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees” Proscribed Conduct Policy in Section 5.2.1 of the Board of Trustees’ Policy Manual. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another’s idea(s) or phrase(s) and representing that/those idea(s) as your own, either intentionally or unintentionally.” (*Board of Trustees’ Policy 5.2.1*)

Use of Computing Resources

All resources and facilities of the Data Processing Labs, including the computer classroom sites, are to be used solely for the legitimate and authorized academic and administrative purposes. Any unauthorized or illegitimate use of the computer systems, resources, and/or facilities will be subject to appropriate disciplinary action, including but not subject to criminal prosecution in accordance with Section 53a-250, et seq., of the General Statutes.

Academic Honesty Statement: “At Middlesex Community College we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees” Proscribed Conduct Policy in Section 5.2.1 of the Board of Trustees’ Policy Manual. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another’s idea(s) or phrase(s) and representing that/those idea(s) as your own, either intentionally or unintentionally.” (*Board of Trustees’ Policy 5.2.1*)

Religious Accommodation Statement: If your religious obligations conflict with the course calendar requirements, and if you wish to request an accommodation, you must make your request in writing prior to the date of the assessment or activity you will miss and preferably at the beginning of the semester. When requesting a make-up quiz, test, exam, assignment, or activity, state the reason for your request and the date(s) on which your religious obligation(s) will conflict with the course calendar requirements. Also, if your religious obligation/holiday is unfamiliar to your instructor, you may be asked to provide a calendar which shows the published date(s) of your religious observance(s) or holiday(s).

Inclement Weather Statement: In the event of inclement weather either before the start of a day when classes are in session or during the *school day*, you may check for information on delayed openings, college closings, class cancellations, etc by listening to the radio and television stations listed below. Additionally, a message will be posted on the MxCC website at www.mxcc.commnet.edu and an announcement made on the college’s main phone number, (860) 343-5800. (*When calling the main phone number, be sure to choose option 1 from the menu for school closings.*) If classes are already in session, everyone on campus will be notified

of any changes. Decisions to cancel classes or close the college early will be made as soon as practicable.

Radio Stations

WMRD 1150 am

WDRC 102.9 fm and 1360 am

WMMW 1470 am

WRCH 100.5 fm

WTIC 1080 am, 96.5 fm

WZMX 93.7 fm

WELI 960 am, WKCI 101 fm

Television Stations

WFSB - 3

WTNH - 8

WVIT - 30

SOCIOLOGY 101: PRINCIPLES OF SOCIOLOGY

CRN: 3320

Distance Learning - Online

Fall 2013

Dr. Rebecca M. Loew, Instructor

This course is important because it will strengthen the student's critical thinking skills and help them make the connection between sociology and everyday life. It will provide the student with a better understanding of why people behave the way they do, why sociologists conduct research, and the sociological theories that guide research. The student will become acquainted with the breadth of the field of sociology and will obtain the core competencies as stated below, as well as a wealth of knowledge that will excite the student's curiosity and increase their understanding of social behavior, social institutions, and social change. The core competencies will provide the tools that will maximize the student's ability to learn and retain the subject matter of psychology.

Middlesex Community College

Core Competencies

1) Communication Skills: Communication skills include reading, writing, speaking and research. We expect our graduates will have good critical reading skills so that they can discriminate between primary and secondary sources and between more and less important ideas in what they read. We expect our students to write and speak clear, correct expository English to communicate their ideas as well as to frame sensible arguments to support their points of view in an intelligent, thoughtful and civilized way. Communication is an interactive process through which there is an exchange of verbal and/or nonverbal information.

2) Conceptual and Critical Thinking Skills: Conceptual skills refer to organized, responsive and critical thought. Many educators and philosophers define critical thinking as skillful, responsible, reflective thinking that facilitates good judgment because it: a) relies upon criteria developed or assessed, b) is self-correcting, and c) is sensitive to context. Critical thinkers can distinguish between fact, inference, and opinion; construct worthwhile questions; arrive at and justify conclusions; prioritize ideas; apply strategies for dealing with error, improbability and ambiguity; value, and access information including that derived from textbooks, lectures and electronic media; give and accept criticism constructively.

3) Quantitative Reasoning: Quantitative reasoning helps us learn about reality by applying measurement, mathematics, data collection and evaluation to the study of specific problems. Quantitative reasoning involves several skills or abilities: 1) to describe research problems or questions in terms of numerical, symbolic, and visual representation; 2) to solve problems by collecting and analyzing data, formulating alternative theories, and making reasonable conclusions based upon a body of evidence; 3) to communicate and critique quantitative arguments.

4) Technological Literacy: Technological literacy requires us to understand the potential and limitations of technology and to identify and effectively use the appropriate technology to achieve a desired outcome.

5) Information Literacy: Information literacy encompasses skills that enable individuals to determine when information is needed, efficiently access information, critically evaluate

information and its sources, apply legal and ethical standards in using information, and appropriately apply information to one's needs.

6) Aesthetic Perspective: The most elusive area in a well rounded education is that of aesthetics. Students should be aware of aesthetics both in daily life and in the context of their academic studies. Aesthetics encompasses forms of personal expression both in the natural world and in the world of man-made things (buildings, objects of art, etc.). In addition, aesthetics can be seen in more abstract, universal constructs such as the symmetry of an equation or the balanced physical structure of an atom. Students should be able to analyze and formulate opinions about the principles of design behind these formal and expressive structures.

7) Understanding of Diversity: Diversity means difference. People may be different with respect to their ethnicity, race, culture, religion or national origin. Or these differences may be social and personal such as class, age, gender, sexual orientation, disability, or appearance. We hope our graduates are able to recognize and appreciate these and other differences. Sociology embraces a global perspective in presenting issues of diversity concerning cultural awareness, gender, ethnicity, sexuality and age.

8) Values, ethics, and responsible citizenship: Sociology will help the student to recognize and analyze ethical issues, make and defend ethical decisions, demonstrate ethical behavior and social responsibility by engaging in community, social, civic, or cultural service.

These core competencies are important personally, academically, and professionally. The learning outcomes, as stated in the syllabus are covered in this course.

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PRINCIPLES OF SOCIOLOGY COURSE OUTLINE

Week, Discussions Due	Topic	Assignments
Week 1, 1/25 & 26	Chapter 1: Introductions	Welcome and Introductions
Week 2, 2/1 & 2	The Sociological Imagination; Sociological Theory and Methods	Chapter 1
Week 3, 2/8 & 9	Chapter 2 Culture & Society	Chapter 2

Week 4, 2/15 & 16	Chapter 3 Socialization and the Life Cycle	Chapter 3
Week 5, 2/22 & 23	Chapter 4: Social Interaction in Every Day Life Exam #1	Chapter 4 <u>Exam #1 (Ch. 1-4) Due 2/23</u>
Week 6, 3/1 & 2	Chapter 5 Groups and Organizations	Chapter 5 -
Week 7, 3/8 & 9	Chapter 7 Deviance	Chapter 7; View the film, <u>One Flew Over the Cuckoo's Nest</u>
Week 8 , 3/15 & 16 Spring Break Week of 3/17	Chapter 8 & 9 Domestic & Global Inequality	Chapter 8 & 9
Week 9, 3/29 & 30	Chapter 10: Gender Stratification	Chapter 10 & pp. 130- 140; View the film, <u>Gran Torino</u>
Week 10, 4/5 & 6	Chapter 11 Race and Ethnicity Exam #2	Chapter 11 <u>Exam #2 (Ch. 5, 7- 11) Due 4/6</u>
Week 11, 4/12 & 13	Chapter 12 Social Institutions: Economics and Politics	Chapter 12
Week 12, 4/19 & 20	Chapter 13 Social Institutions: Family and Education	Chapter 13 & pp. 373- 388; View the film, <u>My Big Fat Greek Wedding</u>
Week 13, 4/26 & 27	Chapter 14 Social Institutions: Health and Medicine	Chapter 14
Week 14, 5/3 & 4	Chapter 16: Social Change	Chapter 16
Week 15, 5/10 & 11	Course Reflections	Review course materials
FINAL EXAM WEEK	FINAL EXAM (Due midnight, Saturday, May 17)	<u>Final Exam (Chapters 1-14 & 16)</u>

