COURSE TITLE : SOC F101, Principles of Sociology, CRN 4014

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 e-mail: Dr. Rebecca M. Loew. **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.,2014 *Society: The Basics*, 13th ed., NJ: Prentice Hall. ISBN-13:**978-0205982516**

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. **All Discussions and Tests 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 by:
- **Examinations**
- **Discussion Board participation**

Course Requirements and Evaluation Methods

Discussions (7 discussion assignments; 20 points each)   140 points

Exams   (3 exams; 50 points each)   150 points
TOTAL   290 points

Letter Grade	Percent Grade	4.0 Scale (BOR Policy)
A	93.0 - 100.0	4.0
A-	90.0 - 92.9	3.7
B+	87.0 – 89.9	3.3
B	83.0 – 86.9	3.0
B-	80.0 – 82.9	2.7
C+	77.0 – 79.9	2.3
C	73.0 – 76.9	2.0
C-	70.0 – 72.9	1.7
D+	67.0 – 69.9	1.3
D	63.0 – 66.9	1.0
D-	60.0 – 62.9	0.7
F	Less than 60.0	0.0

Discussions

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. *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.

IMPORTANT COLLEGE POLICIES!! PLEASE READ CAREFULLY!

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather and emergency closings, and more, please go to the following website: www.mxcc.edu/catalog/syllabus-policies/ or scan the QR code with your smart phone. Also, please become familiar with the policies regarding nondiscrimination, sexual

misconduct, and general student conduct at the following website: www.mxcc.edu/nondiscrimination/.

NON-DISCRIMINATION STATEMENT

Middlesex Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record.

The following people have been designated to handle inquiries or complaints regarding non-discrimination policies and practices:

- Primary Title IX Coordinator
  Dr. Adrienne Maslin
  Dean of Students/Title IX and Section 504/ADA Coordinator
  amaslin@mxcc.edu; 860-343-5759; Founders Hall Room 123|

- Secondary Title IX Coordinator
  Ms. Queen Fordham
  Coordinator of the Meriden Center Welcome Desk
  qfordham@mxcc.edu; 203-608-3011

SOCIOLOGY 101: PRINCIPLES OF SOCIOLOGY

CRN: 4014

Distance Learning - Online
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.

PRINCIPLES OF SOCIOLOGY COURSE OUTLINE

Discussions Due	Topic	Assignments
December 29	Chapter 1: Introductions The Sociological Imagination; Sociological Theory and Methods, Chapter 2 Culture & Society	Introductions, Chapters 1 & 2
January 1, 2016	Chapter 3 Socialization and the Lifecycle Chapter 4: Social Interaction in Every Day Life	Chapter3 & 4
January 3	EXAM	**Exam #1 (Ch. 1-4)**
January 4	Chapter 5 Groups and Organizations, Chapter 7 Deviance	Chapters 5 & 7 View the film, <u>One Flew Over the Cuckoo's Nest</u>
January 6	Chapter 8 & 9Domestic & Global Inequality	Chapters 8 & 9
January 8	Chapter 10: Gender Stratification Chapter 11 Race and Ethnicity	Chapters 10 & 11 View Film on Demand
January 10	*Exam #2*	**Exam #2 (Ch. 5, 7- 11)**
January 11	Chapter 12 Social Institutions: Economics and Politics, Chapter 13 Social Institutions: Family and Education	Chapters 12 & 13 View Film on Demand
January 13	Chapter 14 Social Institutions: Health and Medicine, Chapter 16: Social Change	Chapters 14 & 16
January 14	Final Exam	***Final Exam (Chapters 1- 5, 7- 14 & 16)***