

MIDDLESEX COMMUNITY COLLEGE
PRINCIPLES OF SOCIOLOGY
Winter 2019

COURSE TITLE : SOC F101, Principles of Sociology, CRN 4013

CREDIT HOURS: 3

COURSE PREREQUISITES: English 101 placement

COURSE MEETING TIME: This is a distance learning course, and you are required to log on daily 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.**

OFFICE LOCATION: Snow Hall, Rm. 508

TEXT: Macionis, John J.,2017 *Society: The Basics*, 14th 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 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	
<u>Exams (3 exams; 50 points each)</u>		<u>150 points</u>
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

For each Discussion assignment, you will be asked by the instructor to answer questions relating to assigned chapters on the discussion board. You also need to respond to the posts of at least TWO classmates. YOUR RESPONSES TO YOUR CLASSMATES SHOULD BE CONNECTED TO COURSE CONTENT. Each discussion assignment is worth a maximum of 20 points.

- Each Discussion Assignment must be posted ***no later than midnight*** (end of day—11:59 p.m.) on the day it is due.

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 (drawn primarily from the course text), and your application of the readings will be assessed. You will have one week to conduct research and post. *No late postings will be accepted, not even for partial credit.*

Exams

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

- Please note in your calendars that **Exam Due Dates are:**
 - Due Friday, 1/3 11:59 pm; available beginning 12:01 am on Thur., 1/2
 - Due Friday, 1/10, 11:50 pm; available beginning 12:01 am on Thur., 1/9
 - Due Wednesday, 1/15 midnight; available beginning 12:01 am on Monday, 1/13

NOTE: THE INSTRUCTOR RESERVES THE RIGHT TO ALTER ANY ASPECT OF THE READINGS AND ASSIGNMENTS, IN WHICH CASE THE STUDENTS SHALL BE INFORMED IN ADVANCE.

Mobile Policy Statement

- You should **not** be using the web-browser on your device to access Blackboard Learn. Mobile device browsers are not full-fledged browsers and are missing many of the vital components necessary for Blackboard use. Instead, you should download the Blackboard mobile app or use your desktop / laptop.
- If you opt to use the Blackboard Mobile app, it's important to understand that the app does **not** provide the full functionality of Blackboard Learn. Your computer or laptop with supported browser and java settings needs to be the primary online tool for your course. *Technical support is not available for problems that occur on the mobile app.*
- While mobile devices provide convenient access to check in and read information about your courses, the Academic Deans Council of the Connecticut Community Colleges has stated that mobile devices "**should**

NOT be used to perform work such as taking tests, quizzes, completing assignments, or submitting substantive discussion posts.”

- The Blackboard mobile app is available for download for Android/Google, iOS, Microsoft, Palm devices. The log-in procedure for all community college students is as follows:
 - Search for the school named “**Connecticut Community Colleges**”
 - Your username is just the number part of your NetID
 - Your password is the same as myCommNet
- For more information on mobile devices, please visit:
https://cscu.edusupportcenter.com/sims/helpcenter/common/layout/SelfhelpArticleView.seam?inst_name=cscu&article_id=1912-1463992

Additional Syllabus Information and College Policies:

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, non-discrimination, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather/emergency closings, and more, please go to the following website: www.mxcc.edu/catalog/syllabus-policies/



TAP COMPETENCY

Social Phenomena Knowledge/Understanding: Students will develop an increased understanding of the influences that shape a person’s or group’s attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.

1. Explain social, organization, political, economic, historical, or cultural elements that influence and are influenced by individuals and groups.
2. Summarize different theories and research methods used to investigate social phenomena.
3. Explain ethical issues pertaining to social contexts and phenomena.
4. Explain issues of diversity within and across cultures.
5. Apply concepts or theories of social phenomena to real world situations, (e.g., service learning, group work, clubs, organizations, civic engagement, conflict resolution, and internships).

PRINCIPLES OF SOCIOLOGY COURSE OUTLINE

Discussions Due	Topic	Assignments
December 28, 2019	Chapter 1: Introductions The Sociological Imagination; Sociological Theory and Methods, Chapter 2: Culture & Society	Introductions, Chapters 1 & 2
December 31	Chapter 3 Socialization and the Lifecycle Chapter 4: Social Interaction in Every Day Life	Chapter 3 & 4
January 3, 2020	<i>Exam #1</i>	<u>Exam #1 (Ch. 1-4)</u>
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	Chapters 8 & 9 Domestic & 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	<i>Exam #2</i>	<u>Exam #2 (Ch. 5, 7- 11)</u>
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 15	<i>Final Exam</i>	<u>Final Exam (Chapters 1- 5, 7-14 & 16)</u>