



Approval Dates
COR: 11/13/2014
SLO: 11/10/2014

Academic Affairs Course Outline of Record

- **COURSE SUBJECT & NUMBER:**SOC 101
- **COURSE NAME:**Introduction to Sociology
- **COURSE UNITS:** 3
- **COURSE HOURS:** Lecture: 3.00 hours weekly (54 Hours Total)
- **COURSE REQUISITES:** (Follow format of similar courses found in the college catalog.)

Advisory: Eligibility for ENGL 101

- **COURSE DESCRIPTION:** (Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).

This course will introduce students to the basic concepts of the discipline of sociology, and the theoretical approaches and methods of sociology. Topics will include the analysis and explanation of social structure, group dynamics, socialization, culture, the construction of self and group identity, social stratification, diversity, social change, global dynamics and globalization. Course objectives include the ability to apply sociological ideas to everyday human behavior and the appreciation of societal problem. (CSU, UC, AVC)

- **COURSE OBJECTIVES:** (Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)

Upon completion of course, the successful student will be able to

1. Compare and contrast the theoretical perspectives introduced in sociological thought: functionalism, conflict, and interactionsim.
2. Apply an understanding of the sociological perspectives in an examination of groups, social processes, institutions, and social stratification.
3. Recognize, explain, and apply sociological terms and vocabulary.
4. Understand the historical development of sociology as a separate discipline and differentiate between sociological perspectives and those of other social sciences and the humanities.
5. Distinguish between the use of various research methods, identify the strengths and weaknesses of the theoretical and methodological techniques of the discipline, and explain why sociology is a scientific as well as a humanistic field of study.

6. Understand and communicate clearly, both orally and in writing, examples of basic sociological research using standard format and peer-reviewed journal articles.
 7. Examine the concept of social norms and understand why this exists in all societies.
 8. Analyze human social interactions based on verbal and non-verbal communication, describe and explain the social forces and organizational structures that shape, guide and influencing the behavior of groups and individuals in society.
 9. Contrast cross-cultural examples of human behavior, especially cultural differences regarding customs, traditions, values.
 10. Describe and assess explanations of social inequality and social change.
 11. Assess the demographic characteristics of the planet over the last several thousand years and the impact of population on the character of social institutions and the structure of society.
- **COURSE CONTENT:**
- I. Historical Foundations of Sociology
 - A. The Sociological Perspective or Imagination
 - B. Historical Origins of Sociology
 1. Classical theorists and their contributions
 2. North American theorists and contributions
 - C. Sociology as a Science of Society
 1. Basic, Applied, and Public Sociology
 - D. Theoretical Perspectives in Sociology
 1. Structuralism or Functional Analysis
 2. Social Conflict
 3. Symbolic Interaction
 4. Other Perspectives
 - II. Scientific Sociology
 - A. Hypotheses and Theories
 - B. Research Process, Types and Designs
 1. Descriptive and Inferential Statistics
 2. Understanding tables, graphs, and charts
 - C. Writing and formatting research papers and abstracts
 - D. Sociology in Policy Development
 - III. Society & Culture
 - A. Material & Symbolic Elements of Culture
 - B. Cultural Lag, Change, and Shock
 - C. Cultural Diversity and Dominance
 - D. Cultural Capital
 - IV. Social Structure
 - A. Status and Role
 - B. Social groups
 - C. Institutions
 - D. Social Integration
 - V. Socialization
 - A. Nature versus Nurture
 - B. Theory of Mind
 - C. Developmental sociology
 - D. Personality

- E. Agents of Socialization
- F. The Life Course
- G. Agency and Freewill
- VI. Social Interaction, Groups & Organizations
 - A. Theories of Interaction
 - B. Social Construction of Reality
 - C. Formal Institutions and Organizations
 - D. Bureaucracies & McDonalozation
- VII. Deviance & Social Control
 - A. Definitions
 - B. Theories
 - C. Crime
 - D. Mental Illness
- VIII. Global Stratification
 - A. Systems of Stratification
 - 1. Open
 - 2. Closed
 - 3. Mobility
 - 4. Ideology
 - B. Comparative Social Stratification
 - C. Neocolonial
 - D. Multinational Corporate
- IX. Race & Ethnicity
 - A. Definitions & Myths
 - B. Prejudice and Discrimination
 - C. Theories of Prejudice
 - D. Racial & Ethnic Identity
- X. Gender & Age
 - A. Inequalities of Gender
 - B. Social Correlates of Gender
 - C. Inequalities of Aging
 - D. Social Correlates of Age
- XI. Politics & Economics
 - A. Leadership & Legitimacy
 - B. Forms of Governance & Legitimacy
 - C. U.S.A. Political Characteristics
 - D. World-Wide Political & Economic Systems
- XII. Marriage & Family
 - A. Forms, Functions and Meanings of Marriage & Family
 - B. Family Life Cycle & Variability
 - C. U.S.A Trends in Divorce and Marriage
 - D. Family Problems & Domestic Abuse
- XIII. Education & Religion
 - A. Comparative Educational Systems
 - B. Problems in U.S. Education
 - C. Religion and the Meaning of Life

- D. Theories of Religion
- XIV. Population, Demographics, and Social Change
 - A. Demography
 - 1. Growth & Immigration
 - 2. Composition
 - B. Theories of Population Growth & Stability
 - C. Urbanization
 - D. Social & Environmental Change
 - E. The Future

○ **TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)**

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

0. **Describe nature and frequency of typical reading assignments if applicable; note if any are required:**

Students will read 25 to 35 pages from the course textbook and associated reader each week.

Students will read supplemental materials such as journals, books, and web sites as assigned by the instructor or as necessary for research, approximately 5 pages each week.

1. **Describe nature and frequency of typical writing assignments if applicable; note if any are required:**

Students will complete at least three written assignments (i.e., reaction papers, compare/contrast papers, abstracts etc.) as determined by the instructor. This assignment may be satisfied by the completion of one formal investigative, research-based paper or project as determined by the instructor.

2. **Describe nature and frequency of typical computational assignments if applicable; note if any are required:**

N/A

3. **Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:**

Students may be required to complete library tutorials, oral presentations, small group discussions or exercises, assignments, or participate in field trips.

- For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.
 - Reading Assignments: 3
 - Writing Assignments: 2
 - Computational Assignments: 0
 - Other Assignments: 1
- **METHODS OF INSTRUCTION: (Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)**
 - Directed Study
 - Instructor led Discussion
 - Lecture
 - Projects
 - Visiting Lecturers
 - Other: Group exercises, Multi-media Presentations. Directed visits to community resources or events.
- **METHODS OF EVALUATION: (These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)**
 0. Students' ability to compare and contrast theoretical perspectives, discuss sociology as a research-based discipline, apply sociological terms, and apply understanding of sociological perspectives will be determined through instructor evaluation of the research paper and/or essay assignments. (Objectives: 1, 3)
 1. Quizzes and examinations containing both objective and essay questions will be used to evaluate recognition of terms and vocabulary as well as differentiation of sociological perspectives. (Objectives: 1, 2, 3)
 2. One to three short written assignments based on peer-reviewed sociological research or topic relevant to an introductory class in sociology (i.e., controversial social topics or issues). (Objectives: 2, 4, 6)
- **SUGGESTED TEXTS OR OTHER INSTRUCTIONAL MATERIALS**
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
 - Kendall (2014). *Sociology in Our Times: Essentials* (9th./e). Cengage Learning.
 - Ballantine, J. H. (2012). *Our Social World: Condensed Version* (2nd./e). Sage.
 - Henslin, James M (2008). *Exploring Social Life* (3rd/e). Boston. Pearson Custom Publishing.
 Rationale: This textbook is over five years old. However it is a unique collection of benchmark articles and more recent editions do not predictably contain all of them.
 - Henslin, James M. (2013). *Essentials of Sociology* (10th/e). Boston. Pearson.
 - Kimmel, M. (2011). *Sociology Now: The Essentials* (2nd./e). Boston Pearson.
 - Macionis, J. J. (2013). *Society: Basics* (12th./e). Boston Pearson.

- Brown, D. K. (2004). *Social Blueprints: Conceptual Foundations of Sociology* Oxford. Rationale: This is the current edition of this book (2012).
- Carl, J. D. (2011). *Think Sociology* (2nd./e). Boston Pearson.
- Hughes (2013). *Sociology: Core* (11th/e). McGraw-Hill.
- Hammond, R., & Cheney, P. (2009) Intro to Sociology. Retrieved July 10, 2013, from Intro to Sociology: <http://freebooks.uvu.edu/SOC1010/index.php/02.html>.