

# Introduction to Sociology

## Course Design

2006–2007

### **Course Information**

<b>Organization</b>	Eastern Arizona College
<b>Division</b>	Social Science
<b>Course Number</b>	SOC 101
<b>Title</b>	Introduction to Sociology
<b>Credits</b>	3
<b>Developed by</b>	Wayne Flake
<b>Lecture/Lab Ratio</b>	Three (3) Lecture hours per week
<b>Transfer Status</b>	ASU: SOC 101; UA: SOC 101; NAU: SOC 101
<b>Activity Course</b>	No
<b>CIP Code</b>	45.1101
<b>Assessment Mode</b>	Pre-test/Post-test: 72 questions: 72 points
<b>Semester Taught</b>	Fall and Spring Semesters
<b>GE Category</b>	Social Science
<b>Separate Lab</b>	No
<b>Awareness Course</b>	No
<b>Intensive Writing Course</b>	No

### **Prerequisites**

None

### **Educational Value**

Any and all students interested in increasing their knowledge of the society they live and function in. Individuals who want to learn about such topics as: groups and organizations, culture, deviance and crime, sex and gender, race and ethnicity, families, and populations. All social science majors will want to take this class to build a foundation for future learning and achieve greater awareness of potential career paths.

### **Goals**

1. Give students a broad understanding of the study of society.
2. Enhance students' awareness of diverse cultures.

## **Description**

Examines the nature and scope of sociology, its terminology and concepts; studies sociological perspectives, social processes, social institutions, development of society, and characteristics of social life.

## **Textbooks**

Diane Kendall. *Sociology in Our Times*. Edition: 6th. Publisher: Wadsworth. Year: 2007. Required

Mueller/Kendall. *Study Guide for Sociology in our Times*. Edition: 6th. Publisher: Wadsworth. Year: 2007. Not Required

## **Supplies**

Pencil for exams, pen and paper for note taking

## **Competencies and Performance Standards**

### **1. Acquaint self with the scientific study of society and social life.**

#### **Learning objectives**

*What you will learn as you master the competency:*

- a. Explain the theory-research cycle.
- b. Differentiate between quantitative and qualitative research and give examples of each.
- c. Describe the six steps in the conventional research process, which focuses on quantitative research.
- d. Distinguish between a representative sample and a random sample and explain the significance of sampling to quantitative research.
- e. Describe the major types of sociological surveys and indicate their major strengths and weaknesses.

#### **Performance Standards**

*Competence will be demonstrated:*

- 1.a Through class participation in discussions.
- 1.b By clipping and analyzing current events in society.
- 1.c Through objective examinations.
- 1.d By reading the chapter material.

*Performance will be satisfactory when:*

- 1.a Group activities.
- 1.b Classroom participation.
- 1.c Written objective examinations.

## 2. Analyze social behavior and the issues of social control.

### **Learning objectives**

*What you will learn as you master the competency:*

- a. State the definition of social structure and explain why it is important for individuals and society.
- b. Explain the difference in primary and secondary groups.
- c. Identify how societies maintain stability in times of social change.
- d. Explain what interactionists mean by the social construction of reality.
- e. Elaborate on Goffman's dramaturgical analysis and explain what he meant by presentation of self.

### **Performance Standards**

*Competence will be demonstrated:*

- 2.a Through class participation in discussions.
- 2.b Through objective exams.
- 2.c Through viewing and taking a quiz on material presented through a video.

*Performance will be satisfactory when:*

- 2.a Learner can state the definition of social structure and explain why it is important for individuals and society.
- 2.b Learner can explain the major points of status, roles, and role exit.
- 2.c Learner can evaluate the functionalist and conflict perspectives on the nature and purpose of social institutions.
- 2.d Learner can explain what is meant by the sociology of emotions.

## 3. Identify social inequality and the effects of inequality on society.

### **Learning objectives**

*What you will learn as you master the competency:*

- a. Define race and ethnic group and explain their social significance.
- b. Explain the sociological use of the terms Majority and Minority group.
- c. Discuss prejudice and explain the major theories of prejudice.
- d. Explain the major sociological perspectives view on social inequality.
- e. Compare and contrast the experiences of various minority groups in America.

### **Performance Standards**

*Competence will be demonstrated:*

- 3.a Through lively classroom discussion giving examples of how race and ethnicity affect lives.
- 3.b Through objective examination.
- 3.c By sharing possible ways to personally alleviate ethnic problem situations

*Performance will be satisfactory when:*

- 3.a Learner will be able to explain how race and ethnicity influence social patterns of human interaction.

- 3.b Learner will be able to share the major points of the conflict, interactionist and functional perspectives concerning race and ethnicity.
- 3.c Learner will describe and give examples of intergroup relations.

**4. Discuss the dynamics of social change.**

***Learning objectives***

*What you will learn as you master the competency:*

- a. Explain what culture is and describe how it can be a source of conflict in a society.
- b. Describe the importance of cultural influence on how people think and act daily.
- c. State the definition of norms and distinguish between folkways, mores, and laws.
- d. Describe subcultures and countercultures and give examples of each.
- e. Discuss possible changes of culture in the future.

***Performance Standards***

*Competence will be demonstrated:*

- 4.a Through viewing a video selection on good interethnic relations.
- 4.b Through giving appropriate current examples of social change.

*Performance will be satisfactory when:*

- 4.a Classroom participation.
- 4.b Written objective examinations.
- 4.c Learner will demonstrate an ability to suspend judgment about other cultures.

**5. Explain the social significance of gender.**

***Learning objectives***

*What you will learn as you master the competency:*

- a. Describe the relationship between gender roles, gender identity, and body consciousness.
- b. Define sexism and explain how it is related to discrimination.
- c. State the feminist perspective on gender equality and identify the key assumptions of Black feminism.
- d. Describe the process of gender socialization and what contributes to gender socialization.

***Performance Standards***

*Competence will be demonstrated:*

- 5.a Through objective examination.
- 5.b Through classroom discussion demonstrating mutual respect for other genders.
- 5.c Through viewing a video of the significance of gender in human society.

*Performance will be satisfactory when:*

- 5.a Learner can recognize and give examples of how gender affects a person's everyday life.
- 5.b Learner can differentiate between sex and gender.
- 5.c Learner can discuss gender inequality.

- 5.d Learner can describe what a second shift is and who is most likely to perform it.
- 5.e Learner will give specific examples of fashion trends and objectification.

**6. Explain the Malthusian perspective on population growth.**

***Learning objectives***

*What you will learn as you master the competency:*

- a. Discuss the Marxist perspective and compare it to the Malthusian perspective on population growth.
- b. Describe the Neo-Malthusian perspective on population growth.

***Performance Standards***

*Competence will be demonstrated:*

- 6.a Through class discussion participation.
- 6.b Through objective exams.
- 6.c Through examining world population trends including the "birth dearth" occurring in a number of countries.

*Performance will be satisfactory when:*

- 6.a Learner can summarize the Malthusian perspective on population growth.
- 6.b Learner can answer questions on an objective exam on the Malthusian perspective.
- 6.c Learner can relate the Malthusian perspective to modern movements based upon this perspective.

## ***Types of Instruction***

Classroom Presentation

## ***Grading Information***

### ***Grading Rationale***

The course grade is based on:

11.1%--CLASS PARTICIPATION: positive or negative. Includes attendance and attention in class, group activity participation, and discussion participation. Points off for lack of same. This score is determined by the instructor's judgment.

11.1%--QUIZZES: The average of all quizzes.

66.7%--CHAPTER TESTS: There will be six non-cumulative chapter tests covering three chapters each. Chapter tests will be primarily multiple choice with a few true-false questions. Fill-in-the-blank chapter notes will be available for each chapter tested and will aid students in preparation for chapter and final exams.

11.1%--FINAL EXAM: Multiple choice covering all of the chapters studied during the semester.

TEST MAKEUP/RETAKE: There is an option to retake tests if the student is not present on the original test date or scores less than 80% on the original test. The retake tests are written short answer. The final

score for that test is the best one between the original and the retake tests.

**ATTENDANCE NOTE!** Punctuality is a virtue! Participation in the micro society of class counts toward your final grade. Three tardies count as one absence. If you accumulate absences totaling more than two week's worth of class, you may be withdrawn from the course at the instructor's discretion.

***Grading Scale***

A	90 to 100%
B	80 to 89%
C	70 to 79%
D	60 to 69%
F	Below 60%