

EASTERN ARIZONA COLLEGE

Introduction to Sociology

Course Design
2018-2019

Course Information

Division Social Sciences
Course Number SOC 101 (SUN# SOC 1101)
Title Introduction to Sociology
Credits 3
Developed by Wayne Flake
Lecture/Lab Ratio 3 Lecture/0 Lab

Transfer Status

ASU	NAU	UA
SOC 101, Social and Behavioral Sciences (SB)	SOC 101; Social and Political Worlds [SPW] NAU Extended Campuses: SOCIO 101; Social and Political Worlds [SPW]	SOC 101

Activity Course No
CIP Code 45.1101
Assessment Mode Pre/Post (50 Questions/100 Points)
Semester Taught Fall and Spring
GE Category Social Sciences
Separate Lab No
Awareness Course Yes (GIH)
Intensive Writing Course No
Diversity and Inclusion Course Yes

Prerequisites

ENG 091 with a grade of "C" or higher or reading placement test score as established by District policy

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: culture, deviance and crime, sex and gender, race and ethnicity, families, groups and organizations and populations. All social sciences majors will want to take this class to build a foundation for future learning and achieve greater awareness of society. This course fulfills the Global/International/Historical Awareness (GIH) requirement. Meets Diversity and Inclusion (DI) requirements.

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.

Supplies

Pencil for exams, pen and paper for note taking

Competencies and Performance Standards

1. Acquaint self with the major sociological theories and the scientific study of society.

Learning objectives

What you will learn as you master the competency:

- a. Identify how the three major sociological theories examine and explain society.
- 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:

- o through class participation in discussions
- o by clipping and discussing current events in society
- o through objective examinations
- o by reading the chapter material

Criteria - Performance will be satisfactory when:

- o learner can differentiate between major Sociological Theories
- o learner can answer questions on an objective exam on the chapter material
- o learner can distinguish when quantitative or qualitative research better fits the research question
- o learner can list various types or forms of sociological research
- o learner can list some of the ethical considerations with sociological research

2. Analyze social structure, behavior, ethics, 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 how internal and external social control influences the rules of society.
- e. Elaborate on Goffman's dramaturgical analysis of social behavior.

Performance Standards

Competence will be demonstrated:

- o through class participation in discussions
- o through objective exams
- o through viewing and taking a quiz on material presented through a video

Criteria - Performance will be satisfactory when:

- o learner can state the definition of social structure and explain why it is important for individuals and society
- o learner can explain the major points of status, roles, role expectation, and role exit
- o learner can evaluate the functionalist and conflict perspectives on the nature and purpose of social institutions
- o learner can explain what is meant by the sociology of emotions

3. Identify social inequality including racial, ethnic, gender, and economical 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' (theory) view on social inequality.
- e. Compare and contrast the current and historical experiences of various minority groups in America.

Performance Standards

Competence will be demonstrated:

- o through lively classroom discussion giving examples of how race and ethnicity affect lives
- o through objective examination
- o by sharing possible ways to personally alleviate ethnic problem situations

Criteria - Performance will be satisfactory when:

- o learner will be able to explain how race and ethnicity influence social patterns of human interaction
- o learner will be able to share the major points of the conflict, interactionist and functional perspectives concerning race and ethnicity
- o learner will describe and give examples of intergroup relations

4. Discuss the dynamics of social change over time and geographic space.

Learning objectives

What you will learn as you master the competency:

- a. Explain what cultural heritage is and describe how it has been and 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 ethical behavior and distinguish between folkways, mores, and laws.
- d. Describe subcultures and countercultures and give examples of each.
- e. Discuss possible changes in culture including what individuals and society can do to improve future society.

Performance Standards

Competence will be demonstrated:

- through viewing a video selection on good interethnic relations
- through giving appropriate current examples of social change

Criteria - Performance will be satisfactory when:

- learner can recognize and give examples of social change in history
- learner can differentiate between subcultures and countercultures
- learner can discuss factors affecting social change
- learner will formulate ideas for improving future society

5. Explain the social significance of gender including gender inequality and the history/status of gender relations in the world.

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 historical and current discrimination.
- c. State the feminist and masculinist perspectives on gender equality and identify the different camps.
- d. Examine gender socialization over time, the process of modern gender socialization, and what contributes to gender socialization.

Performance Standards

Competence will be demonstrated:

- through objective examination
- through classroom discussion demonstrating mutual respect for other genders
- through viewing a video of the significance of gender in human society

Criteria - Performance will be satisfactory when:

- learner can recognize and give examples of how gender affects a person's everyday life
- learner can differentiate between sex and the various types of gender
- learner can discuss gender inequality
- learner can describe what a second shift is and who is most likely to perform it
- learner will give specific examples of objectification

6. Explain the history of population distribution and theories of demographic growth.

Learning objectives

What you will learn as you master the competency:

- a. Discuss the Marxist, Interactionist, and Functionalist perspectives and compare them to the Malthusian perspective on populations and growth.
- b. Describe the Neo-Malthusian perspective on population growth.
- c. Examine how cities have developed over time and efforts to “grow” more ethical societies through urban planning.
- d. Describe how cities develop over time and how that influenced economic and social life.

Performance Standards

Competence will be demonstrated:

- o through class discussion participation
- o through objective exams
- o through examining world population trends including the "birth dearth" occurring in a number of countries

Criteria - Performance will be satisfactory when:

- o learner can summarize the Malthusian perspective on population growth
- o learner can discuss the Malthusian perspective
- o learner can relate the Malthusian perspective to modern movements based upon this perspective

7. Examine the interaction between politics and society.

What you will learn as you master the competency:

- a. Discuss various forms of government throughout history.
- b. Evaluate the political process in the U.S. and its effect on society.
- c. Explain the responsibilities of the government for the population's benefit.

Performance Standards

Competence will be demonstrated:

- o through class discussion participation
- o through objective exams
- o through examining world population trends including the "birth dearth" occurring in a number of countries

Criteria - Performance will be satisfactory when:

- o learner can list at least five different forms of governing bodies
- o learner can relate some of the abuses committed by totalitarian governments
- o learner can list some of the ethical responsibilities of those who govern

Types of Instruction

Classroom presentation with lecture, video, and discussion

Grading Information

Grading Rationale

The course grade is based on:

11.1%--CLASS PARTICIPATION

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

66.7%--CHAPTER TESTS: There will be six non-cumulative chapter tests covering two chapters each.

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

Grading Scale

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