

Introduction to Sociology 31421 Spring 2018

Instructor: Andrea Horigan

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Office Hours: Tuesday & Thursday 11:30 – 12:45, Wednesday 10:15 – 11:15 and by appointment.

Course Description

This course examines human social behavior in groups in relation to the wider social forces, which influence that behavior, such as: socioeconomic status, gender, race/ethnicity, and age. We will examine theoretical perspectives as well as scientific methodology as we explore culture, social interaction, social organizations, socialization, social institutions, population dynamics and social change.

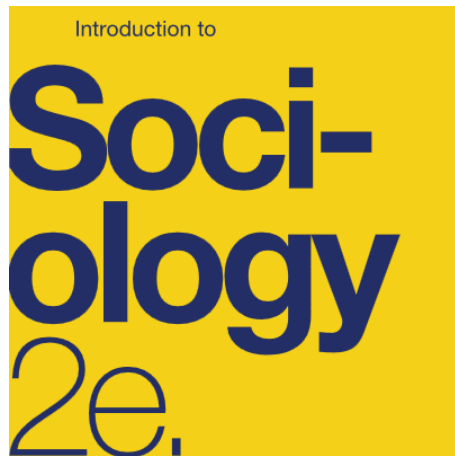
Student Learning Outcomes

- Contextualize the basic theoretical frameworks of Sociology and apply them to everyday human experiences in your life and in the lives of others.
- Create hypotheses, select appropriate research design(s), collect data, interpret and apply findings.
- Identify and question the inequalities inherent in the social structure and challenge the status quo.

Required Textbooks

Open Education Resources This is a FREE digital textbook. Click on the link below and select the format you want to use.

<https://openstax.org/details/introduction-sociology-2e>



Special Needs: If you require accommodations please let me know at the start of the class. It is my goal for everyone to be successful in this course and I will do what I can to assist you. If you have questions or concerns regarding accommodations you can also contact DSP&S/EAC at **805-289-6300**.

More information about student services can be found at the following link.

<http://www.venturacollege.edu/services-for-students>

GRADING PLAN:

300 points - Exams (3 @ 100 points each)
100 points - Quizzes (6 @ 20 points each, lowest score dropped)
100 points - Activities (5 @ 20 points each)
500 points
90%+ A, 80 – 89% B, 70 – 79% C, 60 – 69% D, below 60 F

WEEKLY SCHEDULE (subject to change)

It is expected that you read the chapter (s) **before** class.

Week 1 1/8

Syllabus, Introduction, Q & A
Why Sociology
Chapter 1 An Introduction to Sociology

Week 2 1/15

No Class Monday
Chapter 1 Continued
Quiz

Week 3 1/22

Chapter 2 Sociological Research
Activity 1 Create a Hypothesis due 1/31

Week 4 1/29

Chapter 3 Culture

Week 5 2/5

Chapter 4 Society & Social Interaction
Quiz

Week 6 2/12

Chapter 5 Socialization
Activity 2 Social Stratification due 2/21
Review

Week 7 2/19

No Class Monday
Exam 1 Monday Chapter 1 – 5

Week 8 2/26

Chapter 6 Groups & Organizations

Week 9 3/5

Chapter 7 Deviance, Crime & Social Control

Week 10 3/12

Quiz

Chapter 9 Social Stratification

Week 11 3/19

Chapter 11 Race & Ethnicity

Activity 3 Racial Bias **due 4/4**

SPRING BREAK - 3/26 - 3/30

Week 12 4/2

Quiz

Chapter 12 Gender, Sex & Sexuality

Review

Week 13 4/9

Exam 2 Monday Chapters 6, 7, 9, 11, 12

Chapter 13 Aging & the Elderly

Activity 4 Oral Interview **due 4/30**

Week 14 4/16

Chapter 14 Marriage & Family

Chapter 15 Religion

Week 15 4/23

Quiz

Chapter 8 Media

Activity 5 Media **due 5/7**

Week 16 4/30

Chapter 16 Education

Week 17 5/7

Chapter 21 – Social Movements

Quiz Wednesday

5/14 10:15 **Exam 3**

Classroom Conduct

Respect: The nature of this class involves discussion of potentially controversial subjects. It is expected that students treat each other and each point of view with respect.

Talking: If someone is, you shouldn't be. This goes for movies as well.

Cell Phones: *Phones should not be out during class time. This also means no texting!*

Special Needs: If you require accommodations please let me know at the start of the class. It is my goal for everyone to be successful in this course and I will do what I can to assist you. If you have questions or concerns regarding accommodations you can also contact DSP&S/EAC at 805-289-6300.

VC Attendance Policy

You may miss 4 classes without penalty. You may be dropped if you miss more than 4 classes. It is also expected that students arrive on time and remain until the class is dismissed. (See specific policy below.)

Description of Graded Assignments/Activities – (All assignments are due at the beginning of class which means if you are late, so is your assignment). All assignments need to be **typed. No late or emailed work.**

In an effort to reduce paper use, all assignments/activities not completed in class can be submitted online in Canvas. We will do a practice ‘submission’ early in the semester. In Canvas you will also have 24/7 access to the gradebook and all ancillary material.

1. Exams – (100 points each)

Exams are non-cumulative and consist of multiple choice and true false and short answer. You will need a scantron that has room for at least 40 questions. I encourage you to recycle and use the back side of an old one. Make ups will be given only for extreme circumstances. You must contact me within 24 hours of the exam for this consideration.

2. Quizzes – (20 points)

To encourage continuous reading there will be 6 quizzes focusing on relevant vocabulary. The day of the quiz may deviate from schedule based on needs of class. Your lowest quiz will be dropped.

3. Activities – (20 points) – grading rubric and description included in Canvas

Extra Credit – occasionally extra credit will be given. Extra credit cannot bump you an entire grade; it can, however, boost you to the next grade if your final percentage is within 1 point. For example, if you end the semester with an 89.1% and complete extra credit assigned your final grade would be an A. If you do not complete the extra credit your final grade would be a B.

VC Attendance Policy

All Students, both registered and on the waitlist, are expected to attend the first class meeting. Instructors may drop all registered and waitlisted students who do not attend the first day of class, and they are required to drop those who quit attending prior to the census date for each class. They may, but are not required to, drop registered students who quit attending after census but before the final drop deadline for each class. Students are responsible for dropping their classes and withdrawing from the college, and should initiate the drop themselves.

All students admitted to the colleges of the Ventura County Community College District are expected to attend classes regularly, both because continuity of attendance is necessary to both individual and group progress in any class, and because financial support of the college is dependent upon student attendance. Absence for any reason does not relieve the student from the responsibility of completing all class requirements.

It is also the responsibility of students, at the beginning of the semester, to become aware of the attendance and absence policies of the instructor for each class in which they are enrolled. When a student’s absence exceeds in number 1/9 of the total class contact hours for the session (e.g. absence from a semester-long class equal to twice the number of hours the class meets in one week), the instructor may drop such student from the class and record a grade in accordance with the policy for dropping a course.

VC Plagiarism Policy

Plagiarism: Plagiarism is the act of presenting someone else's work as one's own. Examples include:

- Copying and pasting text from websites or other electronic sources and presenting it in an assignment as your own original work.
- Copying and pasting text from printed sources (including books, magazines, encyclopedias or newspapers) and presenting it in an assignment as your own original work.
- Using another student's work and claiming it as your own original work (even if you have the permission of the other student).

Cheating: Cheating is the act of pretending (or helping others to pretend) to have mastered course material through misrepresentation. Examples include:

- Copying in whole or in part from another student's test or paper.
- Allowing another student to copy from your test or assignment.
- Using the textbook, course handouts, or notes during a test without instructor permission.
- Stealing, buying or otherwise obtaining all or part of a test before it is administered.
- Selling or giving away all or part of a test before it is administered.
- Having someone else attend a course or take a test in your place.
- Attending a course or taking a test for someone else.
- Failing to follow test-taking procedures, including talking during the test, ignoring starting and stopping times, or other disruptive activity.

Fabrication: Fabrication is the intentional use of invented information. Examples include:

- Signing a roll sheet for another student.
- Giving false information to college personnel.
- Answering verbal or written questions in an untruthful manner.
- Inventing data or sources of information for research papers or other assignments.

Please refer to Ventura College Catalog for additional information regarding additional resources policies and procedures.

Today's Date: 01/30/2018

Course ID: SOC V01
CC Approval: 11/02/2010
Effective Term: Fall 2011

Ventura College
COURSE OUTLINE OF RECORD

I. Course Information (Printed catalog data elements)

A. Discipline:
Sociology

B. Course ID:
SOC V01

C. Course Title: Introduction to Sociology

D. Units: 3.00

E. Hours:

Lecture/wk: 3.00

Total Semester Contact Hours (based on 17.5 week semester): 52.50

F. Prerequisite(s):
None

G. Corequisite(s):
None

H. Recommended preparation:
None

I. Enrollment Limitation:
None

J.
Description:

This course examines human social behavior in groups in relation to the wider social forces which influence that behavior, such as: socioeconomic status, gender, race/ethnicity, and age. Theoretical perspectives as well as scientific methodology are utilized to explore culture, social interaction, social organizations, socialization, social institutions, population dynamics and social change.

K. Former course ID: Soc 1

L. Transfer Status:
CSU Recommended
UC Recommended

II. Course Objectives

- Upon successful completion of this course, the student will be able to demonstrate the following measurable skills and abilities:
 - A. evaluate and apply the main sociological theoretical perspectives to current social phenomena
 - B. differentiate between personal experiences and the wider social influences
 - C. formulate and test hypotheses

- D. choose an appropriate research method in which to conduct a study
- E. construct a survey
- F. collect and analyze original data
- G. contrast the major normative components of the American culture with those of other cultures
- H. assess the impact of ethnocentrism on other cultures, subcultures and countercultures
- I. diagram the social structure in terms of groups, formal organizations, institutions and society
- J. distinguish the difference between status and roles
- K. question the development of the "self" using theoretical framework
- L. examine the major agents of socialization and apply their influence on the development of the "self"
- M. recognize and compare deviant and non-deviant acts, and identify who in our culture applies these labels
- N. comprehend and apply the different theories of deviance to deviant acts
- O. appraise the role one's socioeconomic class has on their opportunities
- P. measure social class by identifying its components: income, educational attainment and occupational prestige ranking
- Q. assess the factors influencing the inequalities in our culture due to race/ethnicity, gender, social class, sexual orientation, age and physical/mental (dis)abilities
- R. categorize the five major social institutions
- S. diagram the alternative family patterns and their emergence
- T. differentiate between the manifest functions, latent functions and dysfunctions of the five major social institutions
- U. appraise the current health care system in the United States
- V. critically analyze the impact population has on resource depletion and pollution
- W. design a plan for social change using the "Resource Mobilization Theory"

III. Course Content

- A. Sociological Perspectives
 - 1. Development of Sociology: Sociological Imagination
 - 2. Contemporary Sociological Theories
 - a. Structural-Functional Theory
 - b. Conflict Theory
 - c. Symbolic-Interaction Theory
- B. Sociological Research
 - 1. Stages of Social Science Research
 - a. Literature Reviews
 - b. Choosing a Topic
 - c. Formulating Hypotheses
 - d. Identifying the Independent and Dependent Variables
 - e. Choosing Research Designs
 - f. Sampling Strategies
 - g. Data Collecting Methods
 - h. Analysis and Presentation of Findings
 - 2. Types of Research Designs
 - a. Surveys
 - b. Observation
 - c. Experiments
 - d. Secondary Analysis
- C. Culture
 - 1. Components of Culture
 - a. Beliefs
 - b. Technology
 - c. Norms
 - 1. Folkways

- 2. Mores
- 3. Laws
- d. Language
- e. Values
- f. Sanctions
- D. Social Organization
 - 1. Types of Groups
 - a. Micro
 - b. Macro
 - 2. Institutions
 - 3. Subculture and Counter-culture
- E. Social Interaction Theories
 - 1. Symbolic Interaction
 - 2. Ethnomethodology
 - 3. Dramaturgical Sociology
 - 4. Status and Roles
- F. Socialization
 - 1. Theories of Socialization
 - a. Cooley's Looking Glass Self
 - b. Mead's Conception of the Development of Self
 - c. Freudian Theory
 - d. Piaget's Theory
 - 2. Sources of Socialization
 - a. Family
 - b. Schools
 - c. Peers
 - d. Mass Media
- G. Deviance
 - 1. Social Theories of Deviance
 - a. Anomie Theory
 - b. Differential-Association Theory
 - c. Conflict Theory
 - d. Labeling Theory
 - 2. Crime
- H. Social Stratification
 - 1. Social Classes
 - 2. Social Mobility
- I. Racial and Ethnic Groups
 - 1. Race, Ethnic, and Minority Groups
 - 2. Prejudice and Discrimination
 - 3. Dominant-Group Policies
- J. Gender Stratification
 - 1. Gender Role Development
 - 2. Sexism
 - 3. Womens Movement
- K. Religion
 - 1. Functions of Religion
 - 2. Religion and Social Change
 - 3. Religion and Social Control
- L. Education
 - 1. Functions of Education
 - 2. Inequalities in Education

- M. Political and Economic Institutions
 - 1. Theories
 - a. Pluralism
 - b. Power-Elite Perspective
 - 2. Types of authority
- N. Science, Medicine, and Health Care
 - 1. Development of Science
 - 2. Diseases
 - 3. Health Care in the U. S.
- O. Urbanization: Development of Cities and Suburbs
- P. Population
 - 1. Demographic Transition Theory
 - 2. Population Distribution
- Q. Environmental Issues
 - 1. Resource Depletion
 - 2. Pollution
- R. Collective Behavior
 - 1. Smelser's Theory
 - 2. Crowd Behavior: riots
- S. Social Movements and Social Change
 - 1. Resource Mobilization Theory
 - 2. Theories of Social Movements

Total Lecture Content Hours:

IV. Lab Content:

Total Lab Content Hours:

V. **Assignments**

A. **Representative In-class Assignments** that develop critical thinking (required for degree applicable courses) may include, but are not limited to:

Student Activities:	Write composition(s) and/or report(s) and/or essay(s)	Write research paper(s) and/or term paper(s) and/or other paper(s)	Solve computational and/or symbolic problems	Conduct and experiment or survey	Engage in analytical discussions	Prepare oral presentations	Develop skills in performance/activities	Create and analyze projects	Other (specify below)
Critical Thinking Skills	Student Activities involved in each skill								
Evaluating	✓	✓		✓			✓		
Appraising and assessing	✓	✓			✓				
Justifying	✓	✓			✓				
Synthesizing	✓	✓			✓				
Developing and formulating	✓	✓		✓			✓		
Analyzing		✓		✓	✓		✓		
Solv problems		✓		✓	✓		✓		

Applying principles	✓	✓		✓	✓		✓		
Comprehending concepts	✓	✓		✓			✓		
Identifying knowledge	✓	✓		✓			✓		
Other (describe):									
Comments:									

B. Representative Out-of-class Assignments

Reading: One chapter per week min; approx. 25-40 pages.

Writing: Journal writing, 2-3 pages per week or short essays, 1-2 pages per week. Five to eight page research paper.

Research: Internet background search, 1 hour per week

Library Work: Periodical literature review, 1 hour per week

Skills practice: Conduct sociological survey and prepare project report and paper

Total Outside Assignments Hours:

VI. Representative Instructional Modes -

Lecture

Audio Visual Presentations

Class Activities

Class Discussions

Collaborative Group Work

Computer-aided Presentation/Assignments

Demonstrations

Distance Education

Guest Speakers

Large Group Activities

Lecture/Discussion

Problem Solving

Small Group Activities

VII. Evaluation Methods - Substantively related to the course objectives.

A. Writing.

essay exam(s)

term or other paper(s)

written homework

other (specify) : short answers, journal writing

B. Problem Solving. Computational or non-computational problem-solving demonstrations, including:

exam(s)

quiz(zes)

homework problem(s)

C. Skills demonstrations. Including:

active and informed participation

other (specify) : sociological survey and project report

D. Objective examinations. Including:

multiple choice

other (specify) : short answer

VIII. Textbooks

List representative textbooks, manuals, and other instructional materials/publications, including those materials to be put in the Library/LRC(Learning Resources Center).

Author(s)	Title(s)	Publisher(s)	Date(s)
Schaefer, Richard	Sociology Matters	McGraw-Hill	2009

Other appropriate publications/instructional materials such as representative recommended readings, repertoire, non-print media (eg.,websites, audio/visual recordings), and software.

Other

Other Appropriate Publications:

Discipline-specific websites: Yes

IX. Minimum Qualifications

X. Student Learning Outcomes

CSLO-1 Contextualize the basic theoretical frameworks of Sociology and apply them to everyday human experiences in your life and in the lives of others.

CSLO-2 Create hypotheses, select appropriate research design(s), collect data, interpret and apply findings.

CSLO-3 Identify and question the inequalities inherent in the social structure and challenge the status quo.