

**LAST REVIEW:** 2010-2011  
*(i.e. 2006-2007)*

**NEXT REVIEW:** 2015-2016  
*(i.e. 2011-2012)*

**STATUS:** A  
*(A, I, D)*

**COURSE TITLE:** Principles of Sociology

**COMMON COURSE NUMBER:** SYG 2000

**CREDIT HOURS:** 3

**CONTACT HOUR BREAKDOWN**

*(Per 16 week term)*

**CLOCK HOURS:**  
*(Voc. Course ONLY)*

Lecture: 48      Lab:  
Clinic:              Other:

**PREREQUISITE(S):**

**COREQUISITE(S):**

**PRE/COREQUISITE(S):**

**COURSE DESCRIPTION :** This course is designed to introduce students to the basic terminology, theories, research and topics sociologists study. More specifically, students will be introduced to the relationship between the individual and society; how social structures, such as organizations, family, the mass media, etc., shape views, perceptions, and behaviors; and to society's issues and problems.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area **3B**  
General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area  
General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area

## **UNIT TITLES**

- 1. Discipline of Sociology**
- 2. Sociological Research**
- 3. Culture**
- 4. Socialization**
- 5. Social Structure and Social Interaction (Groups and Organizations)**
- 6. Social Control (Deviance and Crime)**
- 7. Social and Global Stratification**
- 8. Social Inequalities (Sex/Gender, Race/Ethnicity, and Age)**
- 9. Social Institutions (Family, Education, Politics, Economics, Religion, and Science/Technology)**
- 10. Population and Urbanization (Demography and Environment)**
- 11. Writing for Sociology**

\*\*\* Complete the following only if course is seeking general education status \*\*\*

**GENERAL EDUCATION Competencies and Skills \*:**

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

<b>Course must include <u>all</u> of the following:</b>	
<b>1. Read with critical comprehension**</b>	3.2, 4.2
<b>2. Write clearly and coherently**</b>	1.5, 7.5, 11.1, 11.2
<b>3. Demonstrate literacy as appropriate within a given discipline**</b>	2.4(f), 3.2(d), 7.7(d)
<b>4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**</b>	6.4, 7.6, 7.9, 8.2, 8.4, 8.6
<b>Course must include at least <u>one</u> of the following:</b>	
<b>5. Differentiate between ethical and unethical behavior</b>	
<b>6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.</b>	5.3
<b>7. Demonstrate an understanding of and appreciation for human diversities and commonalities.</b>	3.2, 3.3, 6.1
<b>8. Speak and listen effectively.</b>	

*\*General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

**\*\*Required Competencies**

**1) Read with critical comprehension.**

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

**2) Write clearly and coherently.**

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

**3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).**

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one's own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

**4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.**

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

**EVALUATION:**

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	
2. Short essays	
3. Research Papers	2.2, 7.2, 6.2
4. Group projects	2.4
5. Discussions (In class and online)	1.1, 1.2, 1.3, 1.4, 1.5; 2.1, 2.2, 2.3, 2.4; 3.1; 3.2, 3.3; 4.1, 4.2, 4.3, 4.4; 5.2, 5.3; 6.1, 6.2, 6.3, 6.4; 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9; 8.1, 8.2, 8.3, 8.4, 8.5, 8.6; 9.1, 9.2, 9.3; 10.1, 10.2, 10.3
6. Multiple Choice tests	1.1, 1.2, 1.3, 1.4, 1.5; 2.1, 2.2, 2.3, 2.4; 3.1; 3.2, 3.3; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3; 6.1, 6.2, 6.3, 6.4; 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9; 8.1, 8.2, 8.3, 8.4, 8.5, 8.6; 9.1, 9.2, 9.3; 10.1, 10.2, 10.3
7. Presentations	2.4
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	2.4, 3.1
10. Take-home tests	1.1, 1.2, 1.3, 1.4, 1.5; 2.1, 2.2, 2.3, 2.4; 3.1; 3.2, 3.3; 4.1, 4.2, 4.3, 4.4; 5.3, 5.2, 5.3; 6.1, 6.2, 6.3, 6.4; 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9; 8.1, 8.2, 8.3, 8.4, 8.5, 8.6; 9.1, 9.2, 9.3; 10.1, 10.3
11. Summaries, critiques, and analyses	1.1, 2.4; 3.2; 5.1; 6.2; 8.1; 11.1, 11.2
12. Reaction papers	3.2
13. Surveys	4.2
14. Performance	
15. Short answer tests	
16. Classroom debates and colloquia	8.1, 8.3
17. Blogs, wikis, web pages	
18. Other (Please explain)	

## **UNITS**

### **Unit 1: The Discipline of Sociology**

#### **General Outcome:**

**1.0 The students should be able to identify key sociologists instrumental in historical and contemporary sociology, apply the sociological perspectives to their lives, distinguish between sociology and other social/behavioral sciences, and apply the sociological imagination to real world/current events.**

#### **Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 1.1 Apply the three major theoretical perspectives to social events: conflict, structural functionalism and symbolic interactionism.**
- 1.2 Identify the classical figures in sociology.**
- 1.3 Identify American sociologists.**
- 1.4 Recognize similarities and differences between sociological perspectives and other perspectives of human behavior, such as psychology and anthropology.**
- 1.5 Apply the sociological imagination in a course writing assignment.**

**Common Course Number: SYG 2000**

**Unit 2 Sociological Research**

**General Outcome:**

**2.0 The students should learn the basic elements of sociological research, such as the methodological steps, the advantages and disadvantages of specific research designs, and how to distinguish between interpretative and statistical research.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 2.1 List the empirical methods of sociological research.**
- 2.2 Describe the steps in the research process.**
- 2.3 Distinguish between quantitative and qualitative research methods.**
- 2.4 Evaluate the advantages and disadvantages of various research techniques, including questionnaires, interviews, observations/participant observations and secondary analysis.**

**Common Course Number: SYG 2000**

**Unit 3 Culture**

**General Outcome:**

**3.0 The students should be able to identify the components of culture. Additionally, the students should critically analyze their cultural assumptions and biases in relationship to others in the US and throughout the world.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 3.1 Define material and non-material culture.**
- 3.2 Compare and contrast one's own culture with those in other parts of the US and world from assigned readings.**
  - 3.2.1 Explain the differences between ethnocentrism and cultural relativism.**
  - 3.2.2 Apply multiculturalism and cultural pluralism to cultural diversity.**
- 3.3 Discuss sub-culture, counter-culture, popular culture.**

**Common Course Number: SYG 2000**

**Unit 4 Socialization**

**General Outcome:**

**4.0 The students should be able to analyze how their socialization has impacted their behavior throughout their lives. Students should be able to identify and distinguish between the different theories of socialization and how the agents of socialization have impacted and shaped their behavior.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 4.1 Define socialization and discuss its impact on human and social development.**
- 4.2 Critique the differences between nurture and nature from assigned readings.**
- 4.3 Compare and contrast sociological theories of human and social development from psychological theories.**
- 4.4 Identify the major agents and processes of socialization.**

**Common Course Number: SYG 2000**

**Unit 5 Social Structure and Social Interaction (Social Groups and Organizations)**

**General Outcome:**

**5.0 The students should identify and appraise social structures and their impact on human behavior and social interaction. More specifically, students should be introduced to and analytically interpret the layers of society, and to different types of societies.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 5.1 Define society and social structure.**
- 5.2 Define social group, social status, and social role.**
  - 5.2.1 Discuss the impact of social groups on social interaction.**
  - 5.2.2 Define achieved, ascribed, and master status.**
  - 5.2.3 Define role conflict and role strain.**
  - 5.2.4 Explain how organizations are related to social structure**
- 5.3 Identify how the characteristics of different types of societies impact human behavior.**
  - 5.3.1 Hunting and gathering societies.**
  - 5.3.2 Horticultural societies.**
  - 5.3.3 Pastoral societies.**
  - 5.3.4 Agrarian societies.**
  - 5.3.5 Industrial societies.**
  - 5.3.6 Postindustrial societies.**

**Common Course Number: SYG 2000**

**Unit 6 Deviance and Social Control**

**General Outcome:**

- 6.0 The students should be able to comprehend social deviance in the US and throughout the world. Students should differentiate theories of deviance, distinguish how deviance and crime contrast and evaluate sociological explanations aimed to reduce crime.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 6.1 Investigate social deviance and how societies control its members.**
- 6.2 Differentiate between sociological theories of deviance and biological and psychological theories.**
- 6.2.1 Describe structural functional, symbolic interactionist, and conflict theories of deviance.**
- 6.3 Outline how social deviance differs from crime in the US.**
- 6.4 Evaluate the sociological explanations to reduce criminal behavior.**

**Common Course Number: SYG 2000**

**Unit 7 Social and Global Stratification**

**General Outcome:**

- 7.0 The students should be able to critically evaluate social and global stratification. The students should be able to analyze elements to America's social class system of stratification and identify sociological explanations for social inequality. Moreover, students should be able to compare and contrast the US system of stratification to global stratification systems.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 7.1 Distinguish between a caste system and a class system of stratification.**
- 7.2 Define different types of social mobility (inter-generational mobility, intra-generational mobility, and structural mobility).**
- 7.3 Compare and contrast different sociological perspectives of social stratification.**
- 7.4 Identify the key indicators (income, education etc.) of social class in America.**
- 7.5 Explain the impact of social class on your life in a course writing assignment.**
- 7.6 Identify and offer explanations for social inequality.**
- 7.7 Compare and contrast the US system of stratification to global stratification.**
- 7.8 Distinguish the key indicators (power, wealth, prestige, etc.) of global stratification.**
- 7.9 Assess the impact of global stratification.**

**Common Course Number: SYG 2000**

**Unit 8 Social Inequalities (Sex/Gender, Race/Ethnicity, Age)**

**General Outcome:**

**8.0 The students should describe, analyze and evaluate social inequalities in America. The students should be able to identify the social causes of social inequalities and analyze sociological arguments as to why these inequalities persist.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 8.1 Differentiate between gender and sex.**
- 8.2 Identify and offer explanations for gender and sexual discrimination.**
- 8.3 Differentiate between race and ethnicity.**
- 8.4 Identify and offer explanations for racial and ethnic discrimination.**
- 8.5 Identify and offer explanations for age discrimination.**
- 8.6 Assess how gender/sex, race/ethnicity, and age inequality are social problems.**

**Common Course Number: SYG 2000**

**Unit 9 Social Institutions (Family, Education, Politics, Economics, Religion, and Science/Technology)**

**General Outcome:**

**9.0 The students should identify and critically assess the roles of social institutions in shaping social behavior. Students should also apply key sociological perspectives to these institutions.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 9.1 Define the major social institutions in the US and identify their social functions.**
- 9.2 Evaluate the different social institutions on social behavior.**
- 9.3 Apply the sociological perspectives to social institutions.**

**Common Course Number: SYG 2000**

**Unit 10: Population and Urbanization (Demography and Environment)**

**General Outcome:**

**10.0 The students should be introduced to the basic arguments and theories pertaining to changes in the population.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 10.1 Explain how a population of an area is determined.**
- 10.2 Debate theories of population growth.**
- 10.3 Evaluate push and pull factors of social transitions.**

**Common Course Number: SYG 2000**

**Unit 11: Writing for Sociology**

**General Outcome:**

**11.0 Through writing assignments, students should learn to apply and analyze sociological terminology and theory.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 11.1 Apply sociological terminology in various writing assignments throughout the course.**
- 11.2 Compare and contrast sociological perspectives to everyday situations and behaviors through course assignments.**