



SOC 1010

Division: Social and Behavioral Science

Department: Social Sciences

Course: SOC 1010

Title: Principles of Sociology

Catalog Description:

This course introduces students to the nature and scope of sociology, including a systematic treatment of group life, social institutions, social processes, social change, and social control. Variable credit may be earned.

General Education Requirements: Social and Behavioral Science

Semesters Offered: Fall, Spring

Credit/Time Requirement: Credit: 0; Lecture: 3; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Credit/Clock Comments: Three credit hours are required to complete the Social AND Behavioral Sciences GE Requirement.

Prerequisites: N/A

Corequisites: N/A

Justification:

This course is designed to help students meet general education requirements in social science, and to provide the introductory course prerequisite for upper-division sociology courses for sociology majors. The course also serves as an elective credit for students in political science, anthropology, economics, psychology, social psychology, and related practical courses in these areas. Nontransfer students will find it useful as a broad general background course for understanding the complexities of life in modern societies.

Student Learning Outcomes:

Upon successful completion of this course, students will:

- understand the patterns of modern social life which provide the social milieu that affects human behavior at the micro level of everyday interaction in small groups, at the middle level of community and urban life, and at the macro level of large organizations, metropolitan areas, states, nations, and international relations.

Content:

This course will include:

- The Sociological Perspective
 - sociological imagination
 - social structure

- conformity and group behavior
- levels of sociological analysis
- applied sociology
- other social sciences
- founders of sociology and their contributions
- Theoretical Perspectives
 - functionalism
 - conflict theory
 - symbolic interactionism
 - perspectives applied to an analysis of sports
- Quantitative Social Research
 - science v. nonscience
 - causation and correlation
 - experiments, surveys, and precollected data
- Qualitative Research
 - case studies
 - field studies
 - model for scientific research
 - ethics, reliability, validity, and replication
- Culture
 - culture, society, and heredity
 - sociobiological view
 - the linguistic relativity hypothesis
 - normative, cognitive, material, ideal, and real cultural dimensions
- Cultural Diversity and Similarity
 - subcultures and countercultures
 - ethnocentrism and cultural relativism
 - cultural universals and particulars
 - American cultural diversity
- Socialization and the Life Course
 - effects of social isolation
 - theories of Cooley, Mead, Freud, Erikson
 - desocialization, resocialization, and anticipatory socialization
 - early, middle, and late socialization
 - socialization and the mass media
- Social Structure and Society
 - social structure and status
 - social structure and roles
 - role conflict and role strain
- Evolutionary Structure of Societies
 - preindustrial societies
 - industrial societies
 - postindustrial societies
- Groups and Social Interaction in Groups
 - primary and secondary groups
 - in - out groups and social networks

- social processes
 - conformity
 - cooperation
 - exchange
 - conflict
 - coercion
- task accomplishment, types of group leadership and group think
- Formal Organizations
 - bureaucratic and organic adaptive
 - organizational structures
 - power and the Iron Law of Oligarchy
 - formal organizations in Japan
- Deviance and Social Control
 - theoretical explanations
 - biological and psychological
 - symbolic interactionist functional, conflict theories
- Formal Deviance (Crime)
 - FBI Uniform Crime Index
 - National Crime Victimization Survey
 - social control - domestic and global
 - programs of deterrence, retribution, incarceration, rehabilitation
- Social Stratification
 - economic, power and prestige
 - dimensions of social stratification, functionalist, conflict, and symbolic interaction theories
 - social classes in America
- The Consequences of Social Stratification
 - social mobility in America
 - poverty in America
 - U.S. welfare and welfare reform
 - global economic stratification
- Inequalities of Race and Ethnicity
 - dominant and minority groups
 - patterns of U.S. race and ethnic relations
 - institutionalized discrimination
 - racial and ethnic diversity in U.S.
- U.S. Racial and Ethnic Groups and Discrimination
 - African Americans
 - Latinos
 - Native Americans
 - Asian Americans
 - White Ethnics
 - Jewish Americans
- Inequalities of Gender
 - sex stereotypes
 - gender socialization patterns
 - gender inequality

- economic and occupational
 - sexism is sports
 - legal and political
 - the feminist movement
- Age Stratification and Ageism
 - age stereotypes
 - age discrimination
 - economic and occupational
 - political
 - race and ethnicity variables
- Family
 - dimensions of family structure
 - mate selection and marriage patterns
 - U.S. marriage and divorce trends
 - family violence
- Modern Lifestyle Variations
 - blended families
 - single parent families
 - childless marriages
 - dual employed marriages
 - single life
 - cohabitation
 - same sex partners
 - adult children returning home
- Education
 - U.S. educational structure
 - experiments in U.S. education
 - education and equality
 - higher education in the U.S.
- Political and Economic Institutions
 - general types of political systems
 - structure of the U.S. political system
 - general types of economic systems
 - types of capitalistic systems
 - the emergence of a global economy
 - effects of globalization on workers
- Religion
 - sociological focus on religion
 - major religions of the world
 - emergence of religions
 - fundamentalism as a political force
- Health and Health Care
 - comparison of health care systems in the industrialized world
 - restructuring of U.S. Health Care
- Population and Urbanization
 - demography - numbers and density of populations - U.S. and world

- theories of urban growth
- demographic problems
- Social Change and Behavior
 - correlates of social change
 - technology
 - population
 - war and environmental limits
 - collective behavior -- rumors to social movements
 - theories of collective behavior

General Education Outcomes:

5) Apply a cultural and historical awareness to a variety of phenomena.

A glance at the Key Topics in the Text Assignments section above indicates that the course covers a description and analysis of the major institutions of modern societies: family, economic, political, education, health and religion. A major emphasis of the course is the present interrelationship of these institutions to each other and to the various formal and informal groups in society as a whole. A second emphasis is how modern societies are stratified into dominant and subordinate classes based on income, wealth and educational variables which are correlated with racial and ethnic group memberships and historical migration patterns. A third major emphasis of the course concerns factors correlated with social change, such as changing demographic factors relating to population size and dispersal patterns over time, major technological changes leading to the industrialization and urbanization of modern societies, and the globalization of the world economy. Analysis is directed to theoretical explanations of how these changes are related to emerging social problems and social movements, particularly the labor, civil rights, and feminist movements.

7) Apply scientific reasoning to a variety of contexts.

Sociology is a social science based on analysis of social statistics collected by various social entities, such as government agencies or agencies required to collect and report data to various government agencies in the course of performing public services. In addition, sociologists collect many types of social data through independent studies in pursuit of evidence which is used to test aspects of the three major sociological theories. Chapter two introduces students to the study of the social science of sociology. Quantitative data is generated mainly from relevant information to be found in reports of the U.S. Bureau of the Census and various state agencies, such as departments of health, public safety, prisons, and welfare, required to file yearly reports to appropriate cabinet heads of the executive branch of state government. In addition, sociology departments of a state's research level universities are often recipients of grants from state or federal agencies to conduct studies relevant to government business, or grants from private endowments and foundations of major corporations. Qualitative data, often generated from random sample polls of various populations, is another rich source of social scientific data used by sociologists. Private polling agencies, such as the Gallup Poll, Roper Poll, Dan Jones conduct various polls from which relevant sociological information may be derived.

Key Performance Indicators:

- Fifty percent of grade based on daily quizzes on assigned reading material and graded notes on audiovisual material presented in class instruction.
- Fifty percent of grade based on major unit tests covering the material in each unit. Retest available to

all students who wish to improve their unit test scores. The best score will count.

- Students may elect to drop a less than satisfactory unit to raise the remaining units of credits for one less course credit. Students may elect to enter the course for variable credit of 1-3 units during the course in order to meet scholarship, grant, and graduation requirements.
- Students may earn up to one half of one grade (+ or -) for each unit of credit by satisfactorily completing a graded extra credit report from an approved documentary video.

Percentages are approximate.

Representative Text and/or Supplies:

- Jon M. Shepard, *Sociology*, current edition, Wadsworth, Thomson Learning, USA.

Optimum Class Size: 40

Maximum Class Size: 40

Signatures:

I hereby submit this course syllabus:

Kerry Hansen, D.A., Professor

I hereby find this course consistent with the goals and resources of the Social Sciences Department:

Kerry Hansen, D.A., Professor, Chair

I hereby find this course consistent with the goals and resources of the Social and Behavioral Science Division:

Sue Dalley, M.S., Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)