

Items in bold indicate Honors enhancements from standard outline for Soc 100

I. CATALOG DESCRIPTION:

A. Department Information:

Division: **Social Science**
Department: Sociology
Course ID: **SOC 100H**
Course Title: Introduction to Sociology
Units: 3
Lecture: 3 Hours
Laboratory: None
Prerequisite: None

B. Catalog and Schedule Description: Careful examination of the social influences on human behavior focusing on social patterns and processes, structure and function, conflict and change in society and culture in general with emphasis on American institutions in a multicultural society and their relationship to global patterns. **Enrollment is limited to students eligible for the Honors Program.**

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOME FOR STUDENTS:

Upon completion of the course the student should be able to:

- A. Identify key micro and macro components of the sociological perspective. Define and evaluate the strengths and weaknesses of the five key research methods.
- B. Draw inferences about their linkages with one or another of the three key sociological theories.
- C. Explain how key dimensions of social locations and status, such as social class, age, gender, race/ethnic, marital, parental, occupational, leisure, residential, and educational, influence our life chances.
- D. Compare and contrast relevant examples from social research about the extent to which these dimensions predict elementary social behavior.
- E. Analyze and apply principles regarding the sources of strain and patterns of both episodic and persistent conflict displayed at different levels of the social system from micro-interpersonal groups through larger macro units of institutions, groups, organizations, communities, nations, and the world based on key sociological scientific principles and scientific research.
- F. Recognize how culture and socialization processes, as well as social structure, shape social behaviors.
- G. Critically evaluate accurate and well-reasoned uses of social science research and data from presentations in various media about the social world.
- H. **Recognize and evaluate the strengths and weaknesses of three types of thinking (reflective, creative, critical) and how they can be improved, to develop skills in applying the thinking process to key sociological issues in order to critically evaluate accurate and well reasoned uses of social science research and data from various media about the social world.**
- I. **Evaluate the characteristics of effective thinkers in sociology. Read and evaluate research reports using the above (H) types of thinking (reflective, creative, critical) and how they can be improved. Demonstrate developed skills in applying these thinking processes to key sociological issues.**

IV. COURSE CONTENT:

- A. The definition of Sociology and the Sociological Perspective
 - 1. The development of sociology
 - 2. Contributions of early sociologists
 - 3. Social location and social status
 - 4. Theoretical perspectives
 - 5. Social research models
 - 6. Six research methods
 - 7. Social research ethics

- B. Culture
 - 1. The nature of culture
 - 2. Components of culture
 - 3. Subcultures and counterculture
 - 4. Values in U.S. society
 - 5. Technology, culture, and the global village

- C. Socialization
 - 1. Socialization and human nature
 - 2. Understanding socialization
 - 3. Agents of socialization
 - 4. Socialization through the life course
 - 5. Resocialization: Total Institutions

- D. Levels of sociological analysis
 - 1. Social structure/macro-sociological perspective
 - 2. Social interaction/micro-sociological perspective
 - 3. Integrating micro and macro sociological perspectives

- E. Deviance
 - 1. Gaining a sociological perspective on deviance
 - 2. The symbolic interaction, functionalist, conflict, and medicalization perspective of deviance
 - 3. Deviance and social diversity
 - 4. Crime

- F. Social stratification
 - 1. Systems of stratification
 - 2. Determinants of social class
 - 3. Issues of social stratification
 - 4. Comparative social stratification
 - 5. Global stratification: imperialism, colonialism, world systems, dependency theory, neo-colonialism, and multinational companies

- G. Social class
 - 1. Measuring components of social class
 - 2. Sociological models of social class.
 - 3. Consequences of social class location, social mobility, and poverty

- H. Ethnicity and minority groups
 - 1. Theories of prejudice
 - 2. Patterns of intergroup relations
 - 3. Race and ethnic relations in the U.S.
 - 4. Looking towards the future of race relations

- I. Sex and gender
 - 1. Issues of gender inequality

2. The glass ceiling and glass escalator in the U.S.
 3. Gender violence and politics
 4. Gender in a global context
- J. Aging and the elderly
1. The graying of the U.S.
 2. Growing old: biology and culture
 3. Transitions and challenges of aging
 4. Theoretical analysis of aging
 5. Death and dying
 6. Looking ahead: aging in the 21st century
- K. Politics and government
1. Power and authority
 2. Politics in global perspective
 3. Politics in the U.S.
 4. Theoretical analysis of power in society
 5. War and peace
 6. Politics in the 21st century
- L. Family
1. Global variations of marriage patterns, patterns of descent, patterns of authority
 2. Theoretical analysis of the family
 3. Stages of family life
 4. U.S. families: class, race, and gender
 5. Transitions and problems in family life
 6. Alternative family forms
 7. New reproductive technology and the family
- M. Education
1. Global perspective
 2. The functions of schooling
 3. Schooling and inequality
 4. Problems in the schools
 5. Recent issues in U.S. education
- N. Religion
1. Religion and sociology
 2. Theoretical analysis of religion
 3. Religion and social change
 4. Types of religious organization
 5. Religion in history
 6. Religion in the U.S.
 7. Religion in a changing society
- O. Population, urbanization, and environment
1. Demography: the study of population
 2. History and theory of population growth
 3. Urbanization: the growth of cities
 4. Urbanism as a way of life
 5. Urbanization in poor societies
 - 6., Environment and society
- P. Social change: traditional, modern, and postmodern
1. Causes of social change

2. Modernity
3. Theoretical analysis of modernity
4. Postmodernity

Q. Theoretical Perspectives

1. Functional
2. Conflict
3. Symbolic Interactionism
4. Ethnomethodology
5. Postmodernism
6. Existentialism
7. Poststructuralism
8. Postfeminism

R. Critical Thinking

1. Use of fact
2. Interpretation
3. Cause and effect
4. Effectiveness and efficiency
5. Priority and ethics

S. Effective thinking in sociology

1. Scientific attitude
2. Awareness of limits and options
3. The desire and effort to improve
4. Willingness to acknowledge mistakes
5. Positive regard for convictions
6. Fair-mindedness
7. Openness to disagreement and criticism
8. Proof and evidence

T. Reflective thinking in sociology

1. Promising areas
2. Neglected sides of controversial issues
3. Popular ideas that are seldom criticized
4. Apparent contradictions and absurdities
5. Venerated theories and research perspectives
6. Capturing and understanding ideas

U. Creative thinking in sociology

1. Clarifying the issue
2. Assembling the evidence using surveys, personal interviews, observations
3. Experiments
4. Brainstorming counterexamples and playing devil's advocate, relevant scenarios

V. Critical thinking in sociology

1. Determine the most reasonable view
2. Evaluate counterexamples
3. Evaluate creative ideas from the devil's advocate view
4. Appraise the scenarios developed using creative thinking
5. Construct and assess the argument focusing on misstatements of fact, overgeneralizations, oversimplification, false cause, false analogy, failure to note distinctions, unwarranted assumptions, and fallacies

- W. Persuasive arguments in sociology**
 - 1. Assess the soundness of arguments**
 - 2. Know your audience**
 - 3. Clarify and support your judgment**
 - 4. Demonstrate fair-mindedness**
 - 5. Avoid irrational appeals**
 - 6. Observe the principles of effective expression**
 - 7. Acknowledge complexity**
 - 8. Raise probing questions**
 - 9. Decide which view is most acceptable**

- X. Evaluating research reports**
 - 1. Get overview of report**
 - 2. Reflect on your biases (for or against) and knowledge of the topic and methods used**
 - 3. Re-read the research report and carefully assess its strengths and weaknesses**
 - 4. Summarize your evaluations**

- V. METHODS OF INSTRUCTION:**
 - A. Lectures in basic theories, concepts and data.
 - B. Read text, CD's, DVD's and other media sources.
 - C. Class and group discussion of significant issues and topics.
 - D. Analytical/critical thinking/writing exercises. Writing assignment/Application of concepts.
 - E. Use internet to find information.

- VI. TYPICAL ASSIGNMENTS:**
 - A. Read text and other sources; read the information on the sociological perspective in your text.

 - B.. Class and group discussion
 - 1. Class discussion: Identify your own social location. What is it and how has it influenced your life? Pinpoint specific influences.
 - 2. Group discussion: Identify some taken-for-granted, deeply held cultural assumptions about social life in the U.S. today

 - C. Class and group discussion of significant issues and topics**
 - 1. Class discussion: Making firsthand observations, identify, compare and contrast assumptions.**
 - 2. Group discussion: Identify strengths and limits of a particular research report**

 - D. Analytical/critical thinking/writing exercises
 - 1. Read in the text the section pertaining to research methods including ethics in research.
 - a) For one week, collect samples of research reported in the newspaper or magazines, the internet or on talk shows.
 - b) Evaluate the research methods, including sampling and ethics, according to standards developed in your text
 - 2. Think of a situation in which you felt like being deviant, but were not.
 - a) Use control theory to explain why you did not deviate.
 - b) Contrast this explanation with a functional analysis.

- c) Do the same for the situation in which you deviated and write your answer in a one-page response.
3. Collect comic strips, political cartoons, jokes, and advertisements from print media and the Internet that have minority group members portrayed in them.
 - a) Analyze the presentations using first symbolic interaction then conflict theory.
 - b) Discuss the similarities and differences between these two paradigmatic analyses.

E. Analytical/critical thinking/writing exercises

1. **Select a data based sociological research article**
 - a) **Apply the evaluation steps to determine whether or not the results are valid (accurate).**
 - b) **What kinds of questions would you want answered in order to decide whether the information in the advertisements is reliable or unreliable?**
 - c) **What can you tell from the message that leads you to believe that it is either reliable or unreliable?**
 - d) **Describe some other things you could find out about this information and its source that would lead you to think it was either reliable or unreliable.**
2. **Think of a situation in which a research report stated among other findings that full-time female employees earned significantly less money than full-time male workers even when level of education completed and job prestige was “controlled” for both sexes.**
 - a) **How would you explain the result from a functional, conflict, and symbolic interactionist perspective?**
 - b) **Describe the thinking process you went through in trying to identify the assumption held by the three theories.**
 - c) **What advice would you give to another student about how to identify disciplinary and theoretical assumptions?**
3. **Compare and contrast the rights and restrictions of the elderly and children in American society based upon the reading from *Key Ideas in Sociology* by Kivisto.**
 - a) **List several ways that children under 15 and adults over 65 are similar.**
 - b) **List several ways they are different. Do you think the similarities and differences are important or not? If so, why or why not?**
 - c) **List and describe some strategies that you might use to produce as many important similarities or differences as possible.**

F. Writing assignments/application of concepts/exercises

1. **Study homeless or “street” people in San Bernardino.**
 - a) **Team up with at least one other person and spend several afternoons at a soup kitchen, homeless shelter, or on the street observing their behavior.**
 - b) **Based upon your observations, formulate a general statement about the affiliation patterns of homeless men, women, and families. Who is more likely to be friendly to strangers, a homeless man or woman?**
2. **Keep a journal.**
 - a) **Document interpretations and or conclusions drawn from authors, readings, discussions, fellow students about sociological data.**

- b) **Make judgments about the sufficiency of data, past or present decisions about the appropriateness of investigative procedures and ethical qualities of actions. Use the left side of the notebook to capture ideas and the right side to explain them.**
- 3. **Select one of the following topics and list the various issues raised with regard to the thinking process (i.e., clarify the issues, assemble the evidence, and consider all possible interpretations and judgments).**
 - a) **The possible influence of supermarket tabloids on people's identities, aspirations, worldviews.**
 - b) **The claim made by some people that journalistic sensationalism has created a false view of society, human compassion, and altruism.**
 - c) **The possible connection between the lyrics of heavy metal music and possible violent crime.**
 - d) **The possible connections between the media's emphasis on self-indulgence, impulsiveness and instant gratification leading to many contemporary social problems (3 pages).**

VII. EVALUATION(S):

A. **Methods of Evaluation:**

- 1. **Objective and subjective examinations (for lecture and reading assignments). Typical questions include:**
 - a) **Which paradigm focuses on the tasks that the family performs for society?**
 - i. **social conflict**
 - ii. **symbolic interactionism**
 - iii. **social-exchange**
 - iv. **structural-functionalism**
- 2. **Subjective evaluation of student writing and application of concepts. Students are evaluated on their ability to apply course concepts to what they read or experience.**
- 3. **Analysis of critical thinking and analytical essays. Evaluation is based on clarity of thought and expression, the ability to present and analyze well reasoned arguments supported by evidence.**

B. **Frequency of Evaluation:**

- 1. **One mid-term examination**
- 2. **One final examination**
- 3. **A minimum of written assignments, approximating a total of 10 pages**
- 4. **Weekly review of journal**
- 5. **Weekly review of progress on research reports**
- 6. **Weekly review of critical thinking papers**

VIII. TYPICAL TEXT(S):

Bradshaw, York W., et al. *Sociology for a New Century*. Thousand Oaks, CA: Sage, 2003.

Henslin, James. *Essentials of Sociology*, 5th Edition, Boston: Allyn and Bacon, 2003.

Jacoby, Jose and Doug Gotthoffer. *On the Net Sociology*. Boston: Allyn and Bacon, 2002.

Kivisto, Peter. *Key Ideas in Sociology*, 2nd Ed. Thousand Oaks, CA: Sage, 2002.

Kornblum, William. *Sociology: The Central Questions*, New York: Harcourt Brace Publishers, 1998.

Macionis, John J. *Society: The Basics, 7th Ed.* Upper Saddle River, NJ: Prentice Hall, 2004.

Macionis, John J. *Sociology. 9th Ed.* Upper Saddle River, NJ: Prentice Hall, 2003.

McIntyre, Lisa. *The Practical Skeptic, Core Concepts in Sociology*, Mountain View, CA: Mayfield Publishing, 1999.

Ritzer, George. *The Globalization of Nothing.* Thousand Oaks, CA: Pine Forge Press, 2003.

_____. *McDonaldization.* Thousand Oaks, CA: Pine Forge Press, 2003.

Ruggiero, Vincent Ryan. *A Guide to Critical Sociological Thinking. 2nd Ed.* Thousand Oaks, CA: Sage, 2002.

Seidman, Steven and Jeffrey C. Alexander. *The New Sociology Reader.* New York: Routledge, Taylor and Francis Group, 2001.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None