



6. Role and Status in Society
7. Norms and Values
8. The Socialization Process
9. Social Groups and Institutions
10. Bureaucracy and Social Stratification
11. Race and Ethnicity
12. Social and Culture Change
13. Demography and Urbanization
14. Population and Health

**COURSE COMPETENCIES/LEARNING OUTCOMES:**

In a manner deemed appropriate by the instructor, students should demonstrate the ability to:

1. Identify and define the technical vocabulary of sociology.
2. Apply the principles of sociology to the analysis of social interaction a) empirical b) theoretical c) cumulative d) non-ethical.
3. Conduct the research procedure which sociologists use in the gathering and interpreting of information relative to human behavior.
4. Analyze the theories of contemporary and traditional sociologists. (Lester Frank Ward, Emile Durkheim, Charles Cooley, August Comte, Herbert Spencer, Herbert Mead, Max Weber, et al)
5. Identify and discuss examples of social change, social structure, and the social process.
6. Identify and select examples of statuses, roles, role-expectation and behaviors, and status and role-conflict.
7. Define the relationships and appraise the function of social institutions.
8. Describe the growth of culture and the basis upon which a society is structured.
9. Appraise the effect of culture upon human development in relationship to other influences.
10. Relate the normative structure to the customs, institutions, objects, and techniques that characterize the life of a human community.
11. Appraise the relationship between socialization and culture.
12. Identify the agents of socialization and appraise the influence of these agents individually and collectively.
13. Describe the cultural variations of social groups.
14. Define the basic characteristics of the family, religious, economic, political, and education institutes in American society.
15. Compare the histories and the social adjustment of the minority groups which exist in the USA.
16. Discuss the existence and nature of prejudice, segregation, pluralism, assimilation, amalgamation, acculturation, and accommodation.
17. Identify and analyze the general criteria used to define socio-economic class membership.

18. Discuss the “open-class” concept of the American stratification system.
19. Analyze the concepts of bureaucracy, power, authority, and the social structure of a bureaucracy.
20. Apply the theories of stratification to the nature of change as an agent of stability, and as a dimensional element, social competition and change.
21. Appraise the relationship of technology to social and cultural change.
22. Formulate theories on the influence of population growth and population trends as it shapes the social order.
23. Construct a visual and geographic design of the urban transition and how urbanization has been an agent of or against change.
24. Identify different social movements that have emerged in American society.
25. Discuss the effects of technology upon the society as an agent of social change.



8. Aging and Disability
9. Family and Religion
10. Power, Politics and the Economy
11. Education, Health Care, and Medicine
12. Urban Policy, Urban Life, and the Environment
13. Emerging Social Issues and Social Problems

**COURSE COMPETENCIES/LEARNING OUTCOMES:**

In a manner deemed appropriate by the instructor, student should demonstrate the ability to:

1. Describe the theoretical approaches to studying social issues and social problems.
2. Explain the sociological perspective on work and occupations, race class, gender, sexuality, aging politics, power, the economy, health care, education, cities, and the environment.
3. Explore their personal biography and determine how social issues and social problems shape their world.
4. Describe current and emerging social issues and how they affect their lives.

### **Classroom Rules and Expectations:**

1. Bring a notebook, something to write with and the Down to Earth Sociology book of readings to class everyday. Important information will be reviewed daily and it is imperative for you to take notes during class.
2. Be prepared for class each day. Students are required to actively participate in class, to ask and answer questions, and engage in all class discussions.
3. **Come to class on time.** Failure to do so will result in disciplinary action.
4. **Late work will not be accepted for full credit except for extenuating circumstances accepted by the teacher** (illness, death in family, or some other emergency). **Work will accepted one day late for half credit.** If you are absent on the day work is due, work must be turned in on the day you return to school.

### **Grading Procedures/ Course Requirements:**

All grades will based on a possible 100 basis

**Tests:** Expect a test at the end of each chapter/unit unless otherwise instructed. Tests use an essay format-each test consists of approximately 8 short essays (6-8 sentences in length) Essays should be thought out, well written and NEAT. Tests will be announce at least one week prior and are worth 25% of the semester grade.

**Quizzes:** Quizzes can be announced or unannounced. Most quizzes will be based on reading comprehension from the test or the supplementary readings. Quizzes are worth 15% of the semester grade.

**Projects/Research Papers:** There will be at least one project or research paper assigned per semester. Projects/research papers topics will be varied and revolve around the content of the curriculum. Projects/research papers are worth 20% of the semester grade.

**Homework/Classroom Work:** Most homework assignments will require reading from either the test or the supplementary readings. Other homework/classroom assignments will include debate T-charts and research materials (there will be 1 debate per semester), reading comprehension worksheets, and research material for oral presentations. Homework is worth 15% of the semester grade

**Reaction Paper Portfolio:** Students will be required to write 5 Reaction Papers every semester that evaluates and reflects upon the courses' contents. Most papers will be based on reading from either the textbook, the readers. or other supplementary readings provided. Reaction papers should be a minimum of: two typed pages in length, double spaced, 12 font with a header of your name, the title of the paper and the date. Reaction paper writings should be well written free of major grammatical or spelling errors. Reaction papers will collected and graded at the end of each semester. Please put your reaction papers in a folder. Reaction Paper Portfolio is worth 25% of the grade.

## **IMPORTANT INFORMATION**

**Notebook**: Students should keep a well organized, detailed notebook. Lecture notes frequently are given in class and students are expected to take notes. If you are absent and miss notes, it is your responsibility to get missed notes from either a fellow classmate or from the teacher after school. These notes will assist and supplement the readings from the text and other supplementary readings. Some of the material in the notes will not be in the text and it will be required for you to know it for tests and quizzes.

**Classroom Participation**: Classroom participation is an important part of the class and all students are expected to actively engage in all discussion and activities.

**Readings**: **DO NOT NEGLECT THE READING!!!** It is vital that you read all assignments. Failure to read assignments will hurt your grade performance.

## **SOCA101 Introduction to Sociology Syllabus**

Semesters 1 and 2

### **Semester 1**

#### **Week 1**

Readings: *Durkheim is Dead*  
Textbook: Chapter 1 What is Sociology  
Down to Earth Sociology: *Invitation to Sociology* by Peter L. Berger

Assessments: Test on *Durkheim is Dead*  
Quiz on *Invitation to Sociology*

#### **Week 2**

Readings: *Durkheim is Dead*  
Text: Chapter 1 What is Sociology  
Down to Earth Sociology: *The Promise* by C. Wright Mills

Assessments: Quiz on *The Promise*  
Reaction Paper Assignment #1

#### **Week 3**

Readings: Text: Chapter 1 What is Sociology

Assessments: Chapter 1 Test

#### **Week 4**

Readings: Text: Chapter 2 Asking/Answering Sociological Questions  
Down to Earth Sociology: *How Sociologists Do Research* by James Henslin

Assessments: Quiz on *How Sociologists Do Research*  
Research Methods Project  
Reaction Paper Assignment #2

#### **Week 5**

Readings: Text: Chapter 2 Asking/Answering Sociological Questions  
Down to Earth Sociology: *Riding the Bull at Gilley's* by Scully and Marolla; *Street Corner Society* by William Foote Whyte

Assessments: Quiz on *Riding the Bull at Gilley's*  
Quiz on *Street Corner Society*  
Research Methods Project

**Week 6**

Readings: Text: Chapter 2 Asking/Answering Sociological Questions

Assessments: Chapter 2 Test  
Research Methods Project

**Week 7**

Readings: Text: Chapter 3 Culture and Society  
Down to Earth Sociology: *Body Rituals Among the Nacerima* by Horace Miner

Assessments: Quiz on *Body Rituals Among the Nacerima*  
Reaction Paper Assignment #3  
Elements of Culture Group work

**Week 8**

Readings: Text: Chapter 3 Culture and Society  
Down to Earth Sociology: *Doing Fieldwork Among the Yanamamo* by Napoleon Chagnon

Assessments: Quiz on *Doing Fieldwork Among the Yanamamo*  
Debate on Circumcision  
Reaction Paper Assignment #4

**Week 9**

Readings: Text: Chapter 3 Culture and Society

Assessments: PowerPoint Presentations on Subcultures  
Reaction Paper Assignment #5

**Week 10**

Readings: Text- Chapter 3 Culture and Society

Assessments: Chapter 3 Test  
PowerPoint Presentations on Subcultures

**\*\*\*\*ALL READINGS/ASSIGNMENTS ARE SUBJECT TO CHANGE\*\*\*\***

## Semester 2

### Week 11

Readings: Text- Chapter 4 Socialization/ Life Cycle  
Down to Earth Sociology: *Extreme Isolation by Kingsley Davis;*  
*Disaster at Buffalo Creek by Kai Erikson*

Assessments: Quiz on *Extreme Isolation*  
Quiz on *Disaster at Buffalo Creek*  
Reaction Paper Assignment #6  
Utopian Society Group Project

### Week 12

Readings: Text- Chapter 4 Socialization/ Life Cycle  
Down to Earth Sociology: *Sexuality and Gender in Children's Daily Worlds by Thorne and Luria*

Assessments: Quiz on *Sexuality and Gender in Children's Daily Worlds*  
Reaction Paper Assignment #7  
Utopian Society Group Project

### Week 13

Readings: Text- Chapter 4 Socialization/ Life Cycle  
Down to Earth Sociology: *But what do you mean? by Deborah Tannen*

Assessment: Quiz on *But what do you mean?*  
Chapter 4 Test  
Utopian Society Group Project

### Week 14

Readings: Text- Chapter 6 Groups, Networks, Organizations  
Down to Earth Sociology: *If Hitler asked you to electrocute a stranger, would you? By Philip Meyer*

Assessments: Quiz on *If Hitler asked you to electrocute a stranger*  
Reaction Paper Assignment #8

### Week 15

Readings: Text- Chapter 6 Groups, Networks, Organizations  
Supplementary reading(s): TBA

Assessments: The Internet and its impact on Socialization Oral Presentations

**Week 16**

Readings: Text- Chapter 6 Groups, Networks, Organizations

Assessments: The Internet and its impact on Socialization Oral Presentations  
Chapter 6 Test

**Week 17**

Readings: Text- Chapter 8 Stratification, Class, and Inequality  
Down to Earth Sociology: *The Uses of Poverty: The Poor Pay All* by  
*Herbert Gans*

Assessments: Quiz on *The Uses of Poverty*  
Reaction Paper Assignment #9

**Week 18**

Readings: Text- Chapter 8 Stratification, Class, and Inequality  
Down to Earth Sociology: *The U.S. Upper Class* by *Stephen Higley*

Assessments: Quiz on *The U.S. Upper Class*  
Debate: TBA

**Week 19**

Readings: Text- Chapter 8 Stratification, Class, and Inequality

Assessments: Reaction Paper Assignment #10  
Chapter 8 Test

**Week 20**

Review for Exam

Exam

**\*\*\*\*ALL READINGS/ASSIGNMENTS ARE SUBJECT TO CHANGE\*\*\*\***

End of Semester 2

## **SOCA150 Contemporary Social Issues Syllabus**

Semesters 3 and 4

### **Semester 3**

#### **Week 1**

Readings: Text- Chapter 7 Conformity, Deviance, Crime  
Down to Earth Sociology: *Selling Crack* by Elijah Anderson

Assessments: Quiz on *Selling Crack*  
Reaction Paper #11

#### **Week 2**

Readings: Text- Chapter 7 Conformity, Deviance, Crime  
Down to Earth Sociology: *The Pathology of Imprisonment* by Philip Zombardo

Assessments: *Quiz on The Pathology of Imprisonment*  
Reaction Paper Assignment #12  
Group Prison Project

#### **Week 3**

Readings: Text- Chapter 7 Conformity, Deviance, Crime  
Down to Earth Sociology: *On Being Sane in Insane Places* by David L. Rosenhan

Assessments: Quiz on *On Being Sane in Insane Places*  
Group Prison Project

#### **Week 4**

Readings: Text- Chapter 7 Conformity, Deviance, Crime

Assessments: Reaction Paper Assignment #13  
Group Prison Project

#### **Week 5**

Readings: Text- Chapter 7 Conformity, Deviance, Crime

Assessments: Group Prison Project  
Debate on Death Penalty  
Chapter 7 Test

#### **Week 6**

Readings: Text- Chapter 10 Gender Inequality

Down to Earth Sociology: *On Becoming Male* by James Henslin, *On Becoming Female* by Donna Eder

Assessments: Quiz on *On Becoming Male*  
Quiz on *On Becoming Female*  
Reaction Paper Assignment #14  
Gender Inequality Research Paper

### **Week 7**

Readings: Text- Chapter 10 Gender Inequality  
Down to Earth Sociology: *The Importance of Being Beautiful* by Sidney Katz  
*Gender Equity in the Classroom; the Unfinished Agenda* by Sadkur, Fox, And Salata (handout)

Assessments: Quiz on *The Importance of Being Beautiful*  
Quiz on *Gender Equity in the Classroom*  
Gender Inequality Research Paper

### **Week 8**

Readings: Text- Chapter 10 Gender Inequality  
Down to Earth Sociology: *Fraternities and Rape on Campus* by Martin and Hummer  
*Women's Work* by Elizabeth Rubin (handout)

Assessments: Quiz on *Fraternities and Rape*  
Quiz on *Women's Work*  
Reaction Paper Assignment #15  
Gender Inequality Research Paper

### **Week 9**

Readings: Text- Chapter 10 Gender Inequality  
Down to Earth Sociology: *Women in the Military* by Laura Miller

Assessments: Quiz on *Women in the Military*  
Gender Inequality Research Paper

### **Week 10**

Readings: Text- Chapter 10 Gender Inequality

Assessments: Chapter 10 Test  
Gender Inequality Research Paper

**\*\*\*\*ALL READINGS/ASSIGNMENTS ARE SUBJECT TO CHANGE\*\*\*\***

End of Semester 3

## Semester 4

### Week 11

Readings: Text- Chapter 11 Ethnicity/Race  
How Race is Lived in America: *Best Friends, Worlds Apart* by Mirta Ojito; *Growing Up, Growing Apart* by Tamar Lewin

Assessments: Quiz on *Best Friends, Worlds Apart*  
Quiz on *Growing Up, Growing Apart*  
Gender Inequality Research Paper

### Week 12

Readings: Text- Chapter 11 Ethnicity/Race  
How Race is Lived in America: *Why Harlem Drug Cops Don't Discuss Race* by Michael Winerip

Assessments: Quiz on *Why Harlem Drug Cops Don't Discuss Race*  
Reaction Paper Assignment #16  
Gender Inequality Research Paper

### Week 13

Readings: Text- Chapter 11 Ethnicity/Race  
Down to Earth Sociology: *Showing my Color* by Clarence Page

Assessments: Quiz on *Showing my Color*  
Reaction Paper Assignment #17

### Week 14

Readings: Text- Chapter 11 Ethnicity/Race  
*Living on the Down Low* (handout)

Assessments: Quiz on *Living on the Down Low*  
Research Paper Assignment #18

### Week 15

Readings: Text- Chapter 11 Ethnicity/Race

Assessments: Debate on Affirmative Action  
Chapter 11 Test

### Week 16

Readings: Text- Chapter 18 Human Sexuality

Supplementary Readings: TBA

Assessments: Reaction Paper #19; other assignments TBA

**Week 17**

Readings: Text- Chapter 18 Human Sexuality  
Supplementary Readings: TBA

Assessments: Reaction Paper #20; other assignments TBA

**Week 18**

Readings: Text- Chapter 18 Human Sexuality  
Supplementary Readings: TBA

Assessments: TBA

**Week 19**

Review for Exam

**Week 20**

Exam

**\*\*\*\*ALL READINGS/ASSIGNMENTS ARE SUBJECT TO CHANGE\*\*\*\***

End of Semester 4