COURSE INFORMATION

COURSE TITLE
SOC 102—Introduction to Sociology II

COURSE DESCRIPTION
Examines the basic concepts, theories, and principles of sociology, including topics of family, religion, education, politics, the economy, health, demography, the environment and social movements through a local and global lens. Analyzes and interprets socio-historical as well as contemporary issues by using critical thinking skills and linking individual experiences to social structures. This is a statewide Guaranteed Transfer course in the GT-SS3 category.

GT PATHWAYS COURSE STATEMENT
The Colorado Commission on Higher Education has approved SOC102 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS3 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to https://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html.

This course is one of the Statewide Guaranteed Transfer courses.

- SOC102 GT-Pathways Required Syllabus

CREDIT HOURS
3

SUGGESTED PREREQUISITE KNOWLEDGE
It is recommended that students take SOC 101 before taking SOC 102, as the concepts in SOC 102 build on those presented in SOC 101; however, there is no prerequisite requirement for SOC 102.
**CCCOnline Course Policies**

The CCCOnline Course Policies page contains information about the student’s role in the classroom, grading policies, and rights and responsibilities.
COURSE MATERIALS

All course reading material is available online and linked within the course site. You do not need to purchase any additional materials.

MINIMUM COMPUTER REQUIREMENTS

To complete this course, you will need regular access to a computer from which you can access the internet and use email. In order to ensure that your course functions properly, you must run the System Check. This is a critical step, and taking the time to do it now will eliminate a tremendous amount of frustration for you later. To run the System Check, select Tools in the course NavBar, and then select System Check.

REQUIRED eTEXT

MAIN eTEXTS


OpenStax. (2014). Introduction to sociology 2e. Retrieved from https://cnx.org/contents/AgQDEnLI@7.10:TrIRM88K@5/Introduction-to-Sociology
COURSE COMPETENCIES AND OUTCOMES

GENERAL COMPETENCIES

GT-SS3: HUMAN BEHAVIOR, CULTURE OR SOCIAL FRAMEWORKS CONTENT CRITERIA

Students should be able to:

a. Develop knowledge of human behavior, including learning, cognition, and human development or cultural or social frameworks/theories that explore and compare issues and characteristics of individuals, groups, communities, or cultures.

b. Use tools, approaches, and skills from the Social & Behavioral Sciences to analyze and interpret issues.

c. Understand diverse perspectives and groups.

GT-SS3 COMPETENCIES & STUDENT LEARNING OUTCOMES

COMPETENCY: CRITICAL THINKING:

Students should be able to:

1. Explain an Issue
   a. Use information to describe a problem or issue and/or articulate a question related to the topic.

2. Utilize Context
   a. Evaluate the relevance of context when presenting a position.
   b. Identify assumptions.
   c. Analyze one’s own and others’ assumptions.

5. Understand Implications and Make Conclusions
   a. Establish a conclusion that is tied to the range of information presented.
   b. Reflect on implications and consequences of stated conclusion.

COMPETENCY: DIVERSITY & GLOBAL LEARNING:

Students should be able to:

1. Build Self-Awareness
   a. Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

2. Examine Perspectives
   a. Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

3. Address Diversity
a. Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

**REQUIRED COURSE LEARNING OUTCOMES**

The competencies you will demonstrate in this course are as follows:

A. Analyze social institutions using major theoretical perspectives.
B. Examine variations in social institutions locally and globally.
C. Explain characteristics of the family, including functions and cross-cultural variations, as well as changes over time.
D. Explain the role of education in society and how education has changed with industrialization.
E. Identify the sociological elements and categories of religion in relation to various religious groups.
F. Describe the basic economic and political systems.
G. Explain the relationship between health, illness, and healthcare systems.
H. Examine the relationship between science and societies and the impact of changing technologies.
I. Explain the relationship between societies and physical environments.
J. Explore how societies change due to demographic shifts, urbanization, and social movements.

**REQUIRED TOPICAL OUTLINE**

I. The Sociological viewpoint
   a. The sociological imagination
   b. Social conflict theory
   c. Functionalism
   d. Symbolic interactionism

II. The Family
   a. Patterns and characteristics of the family
   b. Changes over time

III. Education
   a. Industrialization and education
   b. Modern issues in education

IV. Religion
   a. Elements of religion
   b. Categories of religious groups
   c. Religious diversity worldwide

V. Economic systems
   a. Comparative economic systems
   b. Globalization and the economy

VI. Political systems
   a. Comparative political systems
   b. Political participation
VII. Health and illness
   a. Social construction of health and illness
   b. Health care systems

VIII. Science and technology
   a. Science and society
   b. Changing technologies

IX. Population
   a. Demographics
   b. Urbanization and suburbanization

X. Environment
   a. Environmental issues
   b. Environmental inequality

XI.
   a. Collective behavior
   b. Types of social movements
   c. Social change

The module outcomes that will permit you to demonstrate course competencies are:

**MODULE 1**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Define marriage and family, and explain the essential functions and dysfunctions of family for society and the individual.</td>
<td>C</td>
</tr>
<tr>
<td>2 Investigate the universal characteristics and variations of families across cultures.</td>
<td>A, B, C</td>
</tr>
<tr>
<td>3 Demonstrate how the family is both a private relationship and a public institution by describing the impact of divorce upon the individual, his or her community, and society.</td>
<td>A, B, C</td>
</tr>
<tr>
<td>4 Apply each of the three theoretical perspectives to produce contrasting explanations of power and inequality in marriage.</td>
<td>C</td>
</tr>
<tr>
<td>5 Describe how social forces, such as urbanization and industrialization, have changed the form and function of family over time.</td>
<td>A, C</td>
</tr>
</tbody>
</table>

**MODULE 2**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Identify the social functions of education, and differentiate between manifest and latent functions in education.</td>
<td>B, D</td>
</tr>
<tr>
<td>2 From the conflict perspective, explain how educational systems reproduce the class structure in society.</td>
<td>A, D</td>
</tr>
<tr>
<td>3 Research and report on the effect of social stratification on educational success.</td>
<td>B, D</td>
</tr>
<tr>
<td>4 Define religion as a social institution, and explain its functions for society and individuals.</td>
<td>A, E</td>
</tr>
<tr>
<td>5 Explain the meaning of Durkheim’s “sacred” and “profane” and the three elements that comprise religion.</td>
<td>A, B, E</td>
</tr>
<tr>
<td>6 Compare the views of Marx, Durkheim, and Weber and apply Marx’s perspective to demonstrate how religion can reinforce social inequalities and discourage social change.</td>
<td>A, B, E</td>
</tr>
</tbody>
</table>
Module 3

Outcomes
1. Describe the development of economic systems, and how the changed from the agricultural revolution to postindustrial society.
   Competencies: F, I
2. Identify the effects of global capitalism, including the impact on workers and nations.
   Competencies: F, G, I
3. Differentiate between power and authority, and define the three types of authority.
   Competencies: F
4. Identify the characteristics of the four types of government: monarchies, oligarchies, dictatorships, and democracies.
   Competencies: F
5. Describe the components of the U.S. political system, including interest groups and voting.
   Competencies: F
6. Apply the functionalist and conflict perspectives, and explain contrasting views of the role of power in government.
   Competencies: A, F

Module 4

Outcomes
1. Describe urbanization and its relationship to social cohesion.
   Competencies: I, J
2. Explain the rise in multinational corporations, and describe the related global environmental consequences.
   Competencies: F, I
3. Define social change, and explain modernization and some societal changes that accompany it.
   Competencies: I
4. Explain the relationship between religion and social change using the ideas of Marx, Durkheim, and Weber.
   Competencies: E

Module 5

Outcomes
1. Discuss the role of social movements in creating social change.
   Competencies: F, H, J
2. Compare the general characteristics of small, traditional societies with large, modern societies.
   Competencies: F, I
3. Describe social changes brought about by one or a combination of the following: technology, industrialization, modernization, urbanization, globalization.
   Competencies: F, J
4. Apply the three collective action theories of social movements.
   Competencies: A, F, H, J
5. Explain social movements on a state, national, and global level.
   Competencies: B, F, H, J
Grading and Evaluation

Methods
The methods for evaluation include a combination of evaluating discussion participation, project assignments, and a final project. Rubrics are provided for all assignments and discussions.

Grading Policies
The schedule is subject to change as needed. This course is not self-paced and is not open-exit. All work is to be completed before 11:59 p.m. MST/MDT of the due date listed in the course schedule.

1. Due dates will be enforced. Please remember, due to the nature of an online course, it is the student’s responsibility to have access to a functioning computer in order to complete the coursework. Late assignments will not be accepted without prior approval.
2. No late work is accepted in this course (except in the case of documented emergencies, such as a doctor’s note, military papers, etc.).
3. If you have an emergency resulting in a missed due date, contact the instructor as soon as possible.
4. Initial posts for discussions are to be made within first three days of module (see course schedule) to be considered for full credit, and they can’t be made up even in the case of an emergency.
5. Extra credit is not available.

Deadlines
This course is not designed to be self-paced. Within the schedule of the course, though, you have great flexibility with your study time. For the most part, the course is organized according to the week of the semester. Assignments are spread throughout the course, and they have specific deadlines; you must submit each assignment before its deadline expires.

It is strongly recommended that you do not wait until the last minute to complete or submit assignments/exams. There are many things that can and do go wrong: your internet connection might go down, your computer’s hard drive may crash, or you may get ill. You are welcome (and encouraged) to work ahead of schedule to submit work before it is due. Please contact the instructor if you have any questions about what is being asked in any assignment or discussion question. The goal here is learning. Keep that in mind, and enjoy the course.

Communicating Difficulties/Absences
It is your responsibility to contact your instructor in a timely manner if you become ill or have scheduling or computer problems that would keep you from participating in course activities for an entire week.
**Keep a Copy of All Submissions**

Be sure to save copies of everything you send to the instructor, including both emails and assignments. Murphy’s Law of the Computer seems to be that what can go wrong, will.

**Rubrics**

Submissions will be graded using rubrics. You will be able to review grading feedback from the instructor in order to improve future submissions. Be sure to review the *Rubrics* posted in the *Tools* dropdown menu.

**Summary of Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Icebreaker (1 @ 50 points each)</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Discussions (10 @ 30 points each)</td>
<td>300</td>
<td>30%</td>
</tr>
<tr>
<td>Response Papers (3 @ 100 points each)</td>
<td>300</td>
<td>30%</td>
</tr>
<tr>
<td>Final Project Outline (1 @ 100 points each)</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project</td>
<td>250</td>
<td>25%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Grading Scale**

A = 90 to 100%  
B = 80 to 89%  
C = 70 to 79%  
D = 60 to 69%  
F = 59% and below

**Discussions**

**Overview**

Each module contains two academic discussions. After researching the topic, respond to the discussion question. Then, share with your classmates what you learned by writing a post about the topic. The post should be a minimum of 150 words. After you post your initial message, respond to the posts of two other students. Response posts should further the discussion by adding educational concepts and asking clarifying questions in a minimum of 75 words.

Discussions are a vital part of this class experience and cannot be made up after each week's discussion ends, as posts to your classmates are meant to benefit you and them. When you and your classmates move to a new academic week, it does not benefit you or them to return to previous discussion threads.
Quantity
You will develop an initial post, plus respond to, at minimum, the posts of two other students. In the discussions, please do not post excessively or carry on conversations totally unrelated to the topic at hand. Posting more than others will not guarantee you a higher grade, just as constantly talking in class would not be a good learning strategy.

Frequency
Continuous interaction throughout the module discussion helps us all to meet the learning goal of building community. Enhanced learning will occur through interaction with your peers and the instructor. Spread your posts over different days during the time the module discussion is open. Posting all discussions in the same day or meeting the quantity requirements on the last two days of any module discussion will earn minimal points. Students must post within the first three days of the thread for consideration of full credit.

Quality
A quality post includes efforts to synthesize your course learning by using course terms and concepts in your replies. Critical thought is expected. To enhance the discussion, draw connections between material covered in current and past units, other courses you may be taking or have taken, personal experiences, current events, online resources, etc. Do not echo (i.e., repeat or re-answer a question that has already been addressed); rather, expand on the topic! Avoid gratuitous comments such as "I agree" or "That's interesting"; these are inappropriate and add little to the conversation unless these comments are accompanied by quality information. Expand the conversation by saying what you agree with in your peer's post or find interesting about your peer's post!

Critical Thinking
The key thing to remember is that you should strive for a high level of quality in the majority, if not all, of your posts. Doing so will improve your scholarship as a learner and your ability to comprehend the course information. Though critical thinking is a popular term, a definition of a critical thinker may still be useful. A critical thinker is someone who analyzes and synthesizes information effectively for solving problems by using reasoning. A critical thinker is open-minded in his or her thinking, and is able to evaluate the implications and differences of alternative points of view. Furthermore, the critical thinker is able to effectively communicate with others on complex matters (The Foundation for Critical Thinking, 2015).
COMMUNITY

Community building is especially important in the online classroom. Refer to the CCCOnline Course Policies section of the Start Here! module for a brief explanation of and link to the CCCOnline Mutual Respect Policy. In addition to this policy, community is demonstrated by integrating the comments of your peers (including the instructor) in your elaboration on a question. This expands the discussion, which should be interactive rather than a series of monologues!

CITATION

Refer to the CCCOnline Course Policies section, which is posted in the Start Here! section of the course, for an explanation of plagiarism. It is, at the very minimum, expected that you make a strong effort to acknowledge sources of any information you quote or paraphrase in discussions or elsewhere, including information that comes from course lectures, text, etc. Citations and references should be formatted using APA Style. See the APA Toolkit through the CCCOnline Library for help with APA Style.

WRITTEN ASSIGNMENTS

RESPONSE PAPERS

In Modules 1, 2, and 3 you will develop response papers that reflect on the different perspectives offered in the TEDTalk videos. You will examine the course content and evaluate how it applies to social institutions and to individuals in society.

Response papers should be at least 3 pages of content (the title page and reference page do not count as part of the page requirement). This should include well-supported and well-written information addressing the criteria outlined in the instructions on the assignment page.

- Module 1: You will explore Clint Smith’s perspective on how society-wide social problems (in this case, race and racism) affect private family life and shape individual experiences within society.
- Module 2: You will explore Victor Rios’ perspective on how social stratifiers (in this case, race and class) impact educational experience, and how this impact on the educational experience ultimately shapes kids' expectations and achievements in their adult lives.
- Module 3: You will explore Sayu Bhojwani’s perspective of an immigrant participating in the fundamental processes of democracy and her thoughts on the importance of equal representation for all people at the nation’s political table.
**Final Project Outline Assignment**

In Module 4 you will develop a detailed outline that sets the foundation for writing your final project (due in Module 5): Perspectives on Social Change in Social Institutions: Past, Present, and Future.

In the detailed outline you will document and organize research, sources, and other information you have gathered for your final project. Your outline should include thorough descriptions and explanations of the required theories and concepts in each required section of the outline as described in the instructions on the project assignment page.

**Final Project Assignment**

Your final project, due in Module 5, addresses the relationship between social institutions and social change in the past, present, and future, and includes your perspective on social change. Utilizing the main concepts and theories of our class, you will explain the factors, sources, and consequences of change in two of the five social institutions we have studied. You must use religion as one of your two choices, and choose one other social institution with which to pair it (family, education, economy, or government). As with the TEDTalk presenters you will listen to throughout this course, the conclusion of your paper should provide your own perspective on social change and the impact of social change on your life.

This assignment requires you to develop a paper (5-10 pages) formatted using APA Style.

In Module 4 you will develop a detailed outline that allows you to evaluate your content, organize the information, create a flow, and integrate sources. A skeleton outline (i.e., a few words for each heading and subheading) does not meet the objective of this outline. Content should be more in-depth than just a few keywords and should include references to sources consulted. Once you complete this step you will have a good start for the final paper.

Final submission of your final project is due in Module 5. Make sure you incorporate any feedback you receive on the detailed outline in your final paper.

**References**

COURSE SCHEDULE

The schedule is subject to change as needed.

This page summarizes all of the graded assignments, exams, and reading assignments for the course. If you want, you can print it out and post it somewhere handy.

All assignments are described in detail on the module assignment pages. If you have questions, check there and/or send the instructor an email.

This course is not self-paced and is not open-exit. All assignments, papers, quizzes, discussions, etc., are to be completed by no later than 11:59 p.m. MST/MDT of the due date.

NOTE: Important CCCOnline semester dates (e.g., drop/withdraw/term end) appear on the CCCOnline Calendar.

MODULE 1

Reading/Assignments/Exams | Due Dates
--- | ---
Student Icebreaker |  
Introduction to Sociology, Chapter 13 |  
Introduction to Sociology 2e, Chapter 14 |  
Sociology: Understanding and Changing the Social World, Chapter 15.1 |  
Exploration of What Makes a Family? |  
Discussion 1: Discuss and Debate: What Makes an Ideal Family? |  
Discussion 2: Digging Deeper: The Causes and Consequences of Divorce |  
Module 1 Assignment: Families in Perspective: Clint Smith |  

MODULE 2

Reading/Assignments/Exams | Due Dates
--- | ---
Introduction to Sociology 2e, Chapter 15 |  
Introduction to Sociology 2e, Chapter 16 |  
Sociology: Understanding and Changing the Social World, Chapter 17.6 |  
Exploration of What's the Role of Religion and Education? |  
Discussion 1: Discuss and Debate: What Makes a Religion? |  
Discussion 2: Digging Deeper: What Is Religion’s Role in Social Change and Same-Sex Marriage? |  
Module 2 Assignment: Education in Perspective: Victor Rios |  
Vocabulary Exercise (on the Exploration page) |
MODULE 3

**Reading/Assignments/Exams**  
Introduction to Sociology 2e, Chapters 17 and 18  
Sociology: Understanding and Changing the Social World, Chapters 13.4, 14.3, and 14.4  
Exploration of Who Has the Power?  
Discussion 1: Discuss and Debate: Who Holds the Power?  
Discussion 2: Digging Deeper: The Effects of Global Capitalism  
Module 3 Assignment: Government in Perspective: Sayu Bhojwani  
Vocabulary Exercise (on the Exploration page)

**Due Dates**

MODULE 4

**Reading/Assignments/Exams**  
Introduction to Sociology, Chapter 18  
Introduction to Sociology 2e, Chapter 20  
Sociology: Understanding and Changing the Social World, Chapters 19 and 20  
Exploration of What Are the Causes and Consequences of Growth?  
Discussion 1: Discuss and Debate: Urban or Rural: Who Has the Better Life?  
Discussion 2: Digging Deeper: What Are the Environmental Consequences of Global Growth?  
Module 4 Final Project Outline: Perspectives on Social Change in Social Institutions: Past, Present, and Future  
Vocabulary Exercise (on the Exploration page)

**Due Dates**

MODULE 5

**Reading/Assignments/Exams**  
Introduction to Sociology 2e, Chapter 21  
Sociology: Understanding and Changing the Social World, Chapter 21  
Exploration of How Do Societies Evolve and Change?  
Discussion 1: Discuss and Debate: What Is the Role of Social Movements in Social Change?  
Discussion 2: Digging Deeper: Does Technology Improve Society?  
Module 5 Final Project: Perspectives on Social Change in Social Institutions: Past, Present, and Future

**Due Dates**

Last modified 8/18/2019 tlt