

ITT Technical Institute

SO2550

Sociology

SYLLABUS

Credit hours: 4.5


Contact/Instructional hours: 45 (45 Theory Hours)

Prerequisite(s) and/or Corequisite(s):

Prerequisites: EN1320 Composition I or equivalent

Course Description:

This course introduces the theories and methods sociologists use to explain and predict the dynamics of the contemporary social world. Emphasis is on sociological perspective, culture, social inequality, social change and institutions.



COURSE SUMMARY

COURSE DESCRIPTION

This course introduces the theories and methods sociologists use to explain and predict the dynamics of the contemporary social world. Emphasis is on sociological perspective, culture, social inequality, social change and institutions.

MAJOR INSTRUCTIONAL AREAS

1. Sociological Imagination and Perspective
2. Sociological Research and Application
3. Social Stratification and Inequality
4. Social Deviance and Crime

COURSE LEARNING OBJECTIVES

By the end of this course, you should be able to:

1. Explain sociological terminology.
2. Analyze sociological theories and concepts.
3. Apply sociological theories to contemporary social issues.
4. Analyze quantitative and qualitative sociological research.
5. Describe the impact of different languages, cultures, races, and ethnicities in a global society.
6. Evaluate society's influences on personal decision, actions, and interpretations of social processes.
7. Examine social control and inequality in social class, gender, race, and ethnicity.

COURSE OUTLINE

MODULE 1: SOCIOLOGICAL PERSPECTIVE

COURSE LEARNING OBJECTIVES COVERED

- Explain sociological terminology.
- Analyze sociological theories and concepts.
- Analyze quantitative and qualitative sociological research.

TOPICS COVERED

- Overview of Sociology
- Sociological Perspective
- History of Sociology

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
Reading: Henslin, Chapters 1 and 2.	No	4.5 hr
Lesson: Study the lesson for this module.	No	1.5 hr
Discussion: Participate in the discussion titled "Social Darwinism."	Yes	N/A
Analysis: Submit the analysis titled "Culture Analysis."	Yes	3 hr
Project: Read and begin the project.	No	1 hr

Total Out-Of-Class Activities: 10 Hours

MODULE 2: SOCIAL INTERACTION

COURSE LEARNING OBJECTIVES COVERED

- Explain sociological terminology.
- Analyze sociological theories and concepts.
- Analyze quantitative and qualitative sociological research.
- Describe the impact of different languages, cultures, races, and ethnicities in a global society.
- Evaluate society's influences on personal decision, actions, and interpretations of social processes.
- Examine social control and inequality in social class, gender, race, and ethnicity.

TOPICS COVERED

- Social Theories
- Structure Versus Agency
- Socialization

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
Reading: Henslin, Chapters 3 and 4.	No	5 hr
Lesson: Study the lesson for this module.	No	2 hr
Discussion: Participate in the discussion titled "Social Interactions and Symbolic Interactions."	Yes	N/A
Analysis: Submit the analysis titled "Nature Versus Nurture."	Yes	3 hr
Research: Submit the research titled "Demographic Factors."	Yes	3 hr
Project: Continue work on the project.	No	3 hr

Total Out-Of-Class Activities: 16 Hours

MODULE 3: SOCIAL STRATIFICATION

COURSE LEARNING OBJECTIVES COVERED

- Describe the impact of different languages, cultures, races, and ethnicities in a global society.
- Evaluate society's influences on personal decision, actions, and interpretations of social processes.
- Examine social control and inequality in social class, gender, race, and ethnicity.

TOPICS COVERED

- Wage Gap
- Gender Roles
- Social Stratification
- Sex and Gender

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
Reading: Henslin, Chapters 5 and 7.	No	5 hr
Lesson: Study the lesson for this module.	No	2 hr
Discussion: Participate in the discussion titled "Workplace Policies."	Yes	N/A
Analysis: Submit the analysis titled "Gender Pay Gap."	Yes	3 hr
Research: Submit the research titled "Stratification Policies."	Yes	3 hr
Project: Continue work on the project to meet Module 3 benchmarks.	No	4 hr

Total Out-Of-Class Activities: 17 Hours

MODULE 4: SOCIAL INEQUALITY

COURSE LEARNING OBJECTIVES COVERED

- Describe the impact of different languages, cultures, races, and ethnicities in a global society.
- Evaluate society's influences on personal decision, actions, and interpretations of social processes.
- Examine social control and inequality in social class, gender, race, and ethnicity.

TOPICS COVERED

- Race and Social Structure
- Inequality and Segregation
- Agents of Socialization

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
Reading: Henslin, Chapters 8 and 9.	No	6 hr
Lesson: Study the lesson for this module.	No	2 hr
Discussion: Participate in the discussion titled "Mechanisms of Socialization."	Yes	1 hr
Analysis: Submit the analysis titled "Agents of Socialization."	Yes	3 hr
Research: Submit the research titled "Racial Residential Segregation."	Yes	3 hr
Project: Continue work on the project.	No	3 hr

Total Out-Of-Class Activities: 18 Hours

MODULE 5: SOCIAL DEVIANCE AND CONTROL

COURSE LEARNING OBJECTIVES COVERED

- Analyze sociological theories and concepts.
- Apply sociological theories to contemporary social issues.
- Describe the impact of different languages, cultures, races, and ethnicities in a global society.
- Evaluate society's influences on personal decision, actions, and interpretations of social processes.
- Examine social control and inequality in social class, gender, race, and ethnicity.

TOPICS COVERED

- Deviance and Crime
- Internal Versus External Control Mechanisms
- Social Norms and Law

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
Reading: Henslin, Chapters 6 and 10.	No	7 hr
Lesson: Study the lesson for this module.	No	2 hr
Discussion: Participate in the discussion titled "Understanding Deviance."	Yes	N/A
Analysis: Submit the analysis titled "Lack of Internal Control."	Yes	3 hr
Research: Submit the research titled "Society and Crime."	Yes	4 hr
Project: Continue work on the project to meet Module 5 benchmarks.	No	4 hr

Total Out-Of-Class Activities: 20 Hours

MODULE 6: REVISION AND PROJECT SUBMISSION

COURSE LEARNING OBJECTIVES COVERED

- Explain sociological terminology.
- Analyze sociological theories and concepts.
- Apply sociological theories to contemporary social issues.
- Analyze quantitative and qualitative sociological research.
- Describe the impact of different languages, cultures, races, and ethnicities in a global society.
- Evaluate society's influences on personal decision, actions, and interpretations of social processes.
- Examine social control and inequality in social class, gender, race, and ethnicity.

TOPICS COVERED

- Popular Culture
- Post Modernism
- Contemporary Theory Application

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
Reading: ITT Tech Virtual Library> Basic Search> <ul style="list-style-type: none"> • “Towards a global environmental sociology?: legacies, trends and future directions” • “Lewis Coser and 20th-Century American Sociology” 	No	3 hr
Lesson: Study the lesson for this module.	No	2 hr
Discussion: Participate in the discussion titled “Self-Evaluation.”	Yes	N/A
Project: Submit the project.	Yes	4 hr

Total Out-Of-Class Activities: 9 Hours

EVALUATION AND GRADING

EVALUATION CRITERIA

The graded assignments will be evaluated using the following weighted categories:

CATEGORY	WEIGHT
Discussion	15%
Research	30%
Analysis	35%
Project	20%
TOTAL	100%

GRADE CONVERSION

The final grades will be calculated from the percentages earned in the course, as follows:

GRADE	PERCENTAGE
A (4.0)	90–100%
B+ (3.5)	85–89%
B (3.0)	80–84%
C+ (2.5)	75–79%
C (2.0)	70–74%
D+ (1.5)	65–69%
D (1.0)	60–64%
F (0.0)	<60%

LEARNING MATERIALS AND REFERENCES

REQUIRED RESOURCES

COMPLETE TEXTBOOK PACKAGE

- Henslin, J. M. (2012). *Sociology: A down-to-earth approach, core concepts (Custom 5th ed.)*. Boston, MA: Allyn and Bacon.

RECOMMENDED RESOURCES

- Books and Professional Journals
 - Berger, P., & Luckmann, T. (1967). *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. New York, NY: Anchor.
 - Goffman, E. (1959). *The Presentation of Self in Everyday Life*. New York, NY: Anchor.
 - Mills, C. W., & Gitlin, T. (2000). *The Sociological Imagination: 40th Anniversary Edition*. Oxford University Press.
- Professional Associations
 - American Sociological Association (<http://www.asanet.org/>)
 - International Sociological Association (<http://www.isa-sociology.org/>)
- ITT Tech Virtual Library (accessed via Student Portal | <https://studentportal.itt-tech.edu>)
 - Basic Search>
 - Glasdam, S., Henriksen, N., Kjaer, L. & Praestegaard, J. (2013). Client Involvement in Home Care Practice: A Relational Sociological Perspective. *Nursing Inquiry (Nurs Inquiry)*, 20(4), 329-340.
 - Haili, H. (2015). The Socialization of Rural College Students: Social Stratification and the Transformation of Living Styles for Rural College Students. *Chinese Education & Society*, 48(2), 114-127.
 - Johnston, T. & Acker, J. (2016). Using a Sociological Approach to Answering Questions About Paramedic Professionalism and Identity. *Australasian Journal of Paramedicine (Australas J Paramed)*, 13(1), 1-7.
 - Lidskog, R. A., Mol, A. A., Oosterveer, P. A., & Örebro universitet, I. O. (2015). Towards a global environmental sociology?: legacies, trends and future directions. *Current Sociology*, 339.

- Lindblom, J. & Jacobsson, K. (2014). A Deviance Perspective on Social Movement: The Case of Animal Rights Activism. *Deviant Behavior*, 35(2), 133-151.
- Sica, A. (2015). Lewis Coser and 20th-Century American Sociology.
- Other References
 - Journal of Sociology (<http://jos.sagepub.com/>)
 - International Journal of Sociology and Social Policy (<http://www.emeraldinsight.com/journal/ijssp>)
 - Journal of Sociological Research (<http://www.macrothink.org/journal/index.php/jsr>)

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INSTRUCTIONAL METHODS AND TEACHING STRATEGIES

The curriculum employs a variety of instructional methods that support the course objectives while fostering higher cognitive skills. These methods are designed to encourage and engage you in the learning process in order to maximize learning opportunities. The instructional methods include but are not limited to lectures, collaborative learning options, use of technology, and hands-on activities.

To implement the above-mentioned instructional methods, this course uses several teaching strategies, such as discussions, qualitative and quantitative data analysis, practice activities, and lessons. Your progress will be regularly assessed through a variety of assessment tools including discussion, research, analysis, and a project.

OUT-OF-CLASS WORK

For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a “time-based option” for establishing out-of-class activities which would equate to two hours of out-of-class activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation during the program course. In conformity with commonly accepted practice in higher education, ITT Technical Institute has institutionally established and determined that credit hours awarded for coursework in this program course (including out-of-class assignments and learning activities described in the “Course Outline” section of this syllabus) are in accordance with the time-based option for awarding academic credit described in the immediately preceding paragraph.

ACADEMIC INTEGRITY

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct. For more information on the academic honesty policies, refer to the Student Handbook and the School Catalog.

INSTRUCTOR DETAILS

Instructor Name	
Office Hours	
Contact Details	

(End of Syllabus)