GLENDALE COMMUNITY COLLEGE - NORTH CAMPUS

SOC 101 INTRODUCTION TO SOCIOLOGY Spring Semester, 2010

Instructor: Dr. Carol A. Jenkins
Office: (Main) Faculty Building 05 Room 136
Office Hours: (Main) MWF 10:00-10:50 am
Telephone: (Main) 623-845-3602 (24 hr voice mail)
E-mail: carol.jenkins@gcmail.maricopa.edu

Office: (North) A Building
Office Hours: (North) T-Th 9:00-9:50 am
Telephone: (North) 623-845-3602 (24 hr voice mail)
E-mail: carol.jenkins@gcmail.maricopa.edu


(Req) Jenkins, Carol (2009-2010) “Introduction to Sociology Student Learning Resources” Packet
- separate purchase(test prep questions, professor lecture outlines, research notes, handouts)
- may be purchased at the GCC North or Main campus Copy Centers (not bookstore) any time

COURSE DESCRIPTION:

The systematic study of social behavior and human groups, particularly the influence of culture, socialization, social structure, stratification, social institutions, differentiation by region, race, ethnicity, gender, age, class and socio/cultural change upon people’s attitudes and behaviors.

COURSE GOALS AND LEARNING OBJECTIVES: Successful completion of the course should enable you to:

1. describe the sociological imagination, foundational concepts/principles and how they apply in your life

2. describe the inter-relatedness of basic sociological concepts: culture, socialization, social structure, institutions, social change and differentiation by race, ethnicity, gender, age, class, region (urban/rural)

3. further develop analytical/critical thinking skills by using the insights of sociology/sociological perspectives

4. compare and contrast theoretical orientations in the development of sociological thought, and apply those orientations to an area of social reality

5. describe the role of sociological methodology in building sociological knowledge; identify and compare methodological approaches, research terminology, and basic statistical resources (Census – Stat Abstracts - NORC)

6. describe significant variations in American society by region (urban-metropolitan-rural), culture, race, ethnicity, class, gender, age and the significance of diversity in domestic and global context

7. describe the effects of socio-cultural change on individuals and social structures

8. describe strategies for functioning in a pluralistic society and diverse world cultures

NOTE: adjustments or changes to the syllabus may be made by the instructor with appropriate student notification

COURSE STRUCTURE: combination lecture, discussion, internet exploration, audio-visual analysis and critique, collaborative learning

COURSE RESPONSIBILITIES:

1. The student will be responsible for the information in the syllabus and the college policies included in the Glendale Community College Catalogue and the Glendale Community College Student Handbook.

2. The student will be responsible for the text in order of chapter topics assigned. Although class discussions will be largely devoted to the same subject areas as covered by the text, the data of the text is the student’s responsibility, whether covered in class or not. Because of the nature of the many topics under consideration, it is critical for your own learning experience that you will have acquainted yourself with the material of the text, test prep questions and lecture outlines prior to class interaction.
3. **Regular attendance, as well as punctuality**, is expected as an important part of our responsibility to this course. Attendance will be taken at the beginning of each class hour. Being in class is critical to your learning. Punctuality allows the instructor to teach and classmates to continue learning without being interrupted - a basic work ethic and respect.

*The instructor automatically drops no show students from class during the first week of class. We have wait lists.*

**Withdrawal requests and paperwork are your responsibility --- watch the dates!***

**Attendance:** three cuts (for whatever reason) will be permitted. Additional cuts will be recorded, but with a -5 point penalty for each overcut. **Three lates** will be tolerated but additional lates will carry a -2 point penalty each. Late means arriving after daily roll has been taken. If lateness is within ten minutes of class beginning, credit for the hour will be given at the instructor’s discretion and only if the student requests a change of the record at the end of the same class hour. This is not giving permission to be late. The instructor reserves the right to use discretion in reviewing any documented extenuating circumstances.

**Absences due to College-sponsored activities** on test dates will require taking exams prior to the designated class day and hour or considered late. Lateness means an automatic -10% reduction from the points possible on the exam. Arrangements must be made in advance with the instructor. Written verification is required in advance. All college sponsored absences must be documented and recorded with the instructor before leaving campus.

**Note:** these expectations are in addition to stated college policy.

4. **Academic honesty and integrity is expected** with all coursework.

See GCC Student Handbook, “Academic Misconduct” section, for clarifications.

5. **Evaluation Criteria:** (based on total point system = 500 points possible)

<table>
<thead>
<tr>
<th>Points</th>
<th>Four unit tests will be given (100 pts each)</th>
<th>(final exam will be the fourth unit test – not comprehensive).</th>
</tr>
</thead>
<tbody>
<tr>
<td>400</td>
<td><strong>Photographic Essay</strong> of a social problem of importance to you (due Thursday March 11 start of class hour). Instructions and evaluation criteria are found at the end of this syllabus. No second deadlines!</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Range of scores: (instructor distinguishes +/- the college does not)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+ 87 - 89 %</td>
</tr>
<tr>
<td>A 93 - 100 %</td>
</tr>
<tr>
<td>A- 90 - 92 %</td>
</tr>
</tbody>
</table>

6. **Make-up examinations** will be given at the convenience of the instructor (minimum of one day’s notice). In fairness to your classmates, a (-) ten percent penalty per test will be assessed plus ineligibility for bonus points and any applicable instructor adjustment points. **HINT** – take your test when scheduled.

Late make-up exams only (not photo essay) may be completed any time prior to the **second deadline, Thursday April 22, 2009** (1:00 pm). No late work will be accepted after this deadline.

7. The **final unit test** will not be cumulative. The exam date is listed in your Spring 2010 registration class schedule. There will be NO alternate dates or times. Please plan accordingly.

8. **Test prep strategies,** for the purpose of preparing and clarifying information for unit exams, will include ongoing lectures. Professor lecture outlines and unit test student study guides can be found in the “Student Learning Resources” packet. An additional printed student study guide for the text, also available as a separate purchase, provide prep exercises.

9. **Study skills assessment and development strategies** for this course will be available for the purpose of polishing listening skills, note taking, test taking, and comprehension of course materials. Please see the professor. If English is a second language, please see the instructor early in the course, in the professor’s office.

10. **Extra-credit work:** There is none available outside of class - consistent performance over time is more highly valued. Instead of “extra credit” work there are **two bonus questions on each test** worth four points totaling a possible 16 additional “extra” points. With this strategy, all students have equal access and opportunity.

11. It is the preference of the instructor that there be **no audio/visual taping of lectures.** The only exception would be documented disability. I would rather participate with you in assessing and developing your learning skills.
12. If you have a certified disability, it is important to register with the office of Disability Services and Resources (TDS 100), especially if you require special accommodations.

**COURSE SCHEDULE**

T Jan 19 Introduction to the Course: What is Sociology?

**THE SOCIOLOGICAL PERSPECTIVE**

Th Jan 21 Sociological Perspective: thinking sociologically – the sociological imagination
T Jan 26 Sociological Perspective: Sociology as science – a method of inquiry – a perspective


**SOCIETY AND SOCIAL STRUCTURE**

Th Jan 28 Culture: organization - nature, system of norms-beliefs-values
T Feb 02 Culture: structure - diversity, what happens when unlike peoples meet? *Film:* “Postville”

*Read:* Student Learning Resources packet 2009:11,12 “Rural America is Diverse in Many Ways”

Th Feb 04 Culture: interaction patterns - ethnocentrism, relativism, hegemony, change
T Feb 09 Socialization: process, nature/nurture controversy, agents of socialization
Th Feb 11 Socialization: theoretical explanations and analysis

T Feb 16 **Unit Test I** (Text chapters 1, 3, 5, Resource Manual, readings and lecture notes)

Th Feb 18 Social Interaction: components of social structure-status, roles, social construction of reality
T Feb 23 Social Interaction: interaction in everyday life - language, humor

Th Feb 25 Groups/Org: nature, dimensions of social groups, structure, processes
T Mar 02 Groups/Org: formal organizations and social networks networking

Th Mar 04 Deviance: social definitions; gaining a sociological perspective
T Mar 09 Deviance: interdisciplinary explanations (functionalist, conflict, feminist, S-I)
Th Mar 11 Deviance: psychological and sociological explanations of deviance and crime *Due: Photo Essay*

Mar 15-19 No Class: Spring Break

T Mar 23 Deviance/Crime: problems in measuring crime, types of crime
Th Mar 25 **Unit Test II** (Text 6, 7, 9, Resource Manual, readings, lecture notes)

**SOCIAL INEQUALITIES**

T Mar 30 Stratification: U.S. – nature, systems, historical patterns

Th Apr 01 No Class: Professor at the Midwest Sociological Society Meetings – Chicago, Illinois

*In lieu of class – Read these articles:*
  *Student Learning Resources Packet (2009:33) “Sociological Perspectives of Stratification”*
  *Student Learning Resources Packet (2009:34, 35) “Theories of Stratification and Mobility”*
  *Student Learning Resources Packet (2009:37) “Sociological Perspectives – Stratification Compared”*

T Apr 06 Stratification: thinking sociologically – explanations for stratification and mobility

Th Apr 08 Stratification – Social Class: what is social class – criteria, nature / dimensions?
T Apr 13 Stratification – Social Class: social mobility, poverty in the U.S. *Read these articles:*

  *Student Learning Resources Packet (2009:41) “Urban Legends, Rural Myths”*
  *Student Learning Resources Packet (2009:42,43) “The Challenges of Rural Poverty” BRIEF 2 (Jan)*

Th Apr 15 **Test-III** (Text 10, 11 – Resource Manual, readings, lecture notes)
SOCIAL INSTITUTIONS

PHOTOGRAPHIC ESSAY – INTEGRATIVE STATEMENT

Each student will be responsible for developing a photographic essay of a social problem. A photographic essay is a personal and integrative statement about a social problem important to the student.

The five to eight photographs should
- Reflect the social problem under consideration
- Illicit an emotive response from the viewer
- Be a statement of public affirmation of your position on the issue

Title your essay on the front of the project, but no written copy is to accompany the photographs. Place the photos in such an order of presentation that they “read” like an essay. A citation listing must be attached to the back of the framing. Photographs downloaded from the Internet are acceptable as long as copyright laws are not violated (must include URL and direct link). Photos must be listed with the name of the photographer, date and location of photo. If using actual images of people, informed consent must be received and attached to the back of the framing.

Your instructor will show examples of student’s previous work in class. Please avoid large poster board presentations. The due date is listed in the syllabus course schedule (Thursday, March 11 - beginning of class). Be sure to print your complete name, class hour, and section number on the back of your project. No late work will be accepted on this assignment. Following directions is a valued work skill.

Photographic Essay – Integrative Statement: ASSESSMENT

In many venues the quality of visual presentations are “juried” or evaluated by professionals in the field. Your instructor’s task is to systematically evaluate your visual presentation (photo essay). The assessment criteria is presented below. To be fair, jurors need to be looking for the same items in each presentation. The numbers preceding each criteria represent “the extent to which” the item has been accomplished.

The appropriate number will be circled. This will become the instructor’s evaluation of your work. The assessment criteria is presented below. To be fair, jurors need to be looking for the same items in each presentation. The numbers preceding each criteria represent “the extent to which” the item has been accomplished.

Social Problem Under Consideration: ____________________________

Student Name: ____________________________

Comments / Observations: ____________________________

Evaluator: ____________________________

Total Points Earned = _________ of 100