Course Description

In-depth study of the basic concepts of sociology. Specific attention is given to culture characteristics, societal changes, inequalities in social classes, and how they relate to different groups in society.

Prerequisites

None

Course Textbook


Course Learning Objectives

Upon completion of this course, students should be able to:

1. Analyze people's behavior from a sociological perspective, discover your own sociological imagination, and apply it to a variety of social problems and situations.
2. Define the development of sociology as a science and differentiate it from the other social sciences.
3. List at least five sociologists and their major contributions to the field.
4. Describe the three major sociological perspectives – Functionalist, Conflict, and Interactionist – and analyze human behavior applying these perspectives appropriately.
5. Explain the elements of a culture and how culture is different from society.
6. Explain the seven steps of the scientific research process and identify appropriate research procedures in an experiment or an article describing research.
7. Explain the relationships between social structure, social stratification, and the consequences of social status.
8. List at least four universal social institutions and describe the characteristics of each.
9. Describe how inequality and other social factors contribute to social change.
10. Summarize the relationship between socialization and the family.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Objectives:** Each unit contains learning objectives that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Written Lectures:** Each unit contains a Written Lecture, which discusses lesson material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook.
4. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided to aid students in their course of study.
5. **Key Terms:** Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.
6. **Discussion Boards:** Discussion Boards are a part of all CSU term courses. Information and specifications regarding these assignments are provided in the Academic Policies listed in the Course Menu bar.

7. **Unit Assessments:** Units I, II, and VII contain Unit Assessments, which are composed of multiple-choice, short essay, and essay questions.

8. **Projects:** Units III, IV, V, and VI contain Project assignments. Specific information and instructions regarding this assignment are provided below.

9. **Final Exam (proctored):** Students are to complete a Final Exam in Unit VIII. All Final Exams are proctored—see below for additional information. You are permitted four (4) hours to complete this exam, in the presence of your approved proctor. This is an open book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams. This Final Exam consists of an essay question.

10. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

11. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

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**Unit III Project**

**Portfolio Project 1 – Case Study:**

For this assignment, you are to conduct two Case Studies. A Case Study is an assignment in which a situation (a case) is provided and is analyzed through a series of questions. You will need to answer these questions as much as you would a short answer question or essay question (depending on the length of your response) for an assessment. The questions and subsequent answers should be placed within a word document with proper headings, title page, and reference list (if outside sources are used). Use APA style formatting for this assignment.

The Case Study is the first entry in what is to be a portfolio for this course. There are a total of four portfolio assignments, with the rest being various assignments meant to test your ability to apply the information you learned to the environment around you. This skill is important as it will allow you to perceive the changing world around you and apply the concepts of sociology in your everyday life. The ability to apply these concepts to the world around you can also be transferred to other courses as well.

**Case 1:**

John Rommel was born in 1955 to a lower class family in New York. His father had immigrated over to the United States from Germany prior to the rise of Hitler in 1933. He desired to show pride in his new country, so he worked hard at the docks to earn a living for his family. While he was never made much, he always stressed pride in his work and obeyed the law. He believed this was a firm foundation for becoming successful.

John always showed a bright mind and highly intuitive nature, but he never showed any desire for schooling. He saw society as an unfair, unforgiving system that repressed those of lower social status. John was not a violent person; he considered himself very honorable, but he did not have a desire to work like his father did, earning low wages for hours of tedious work to support his family. Instead, he opted for more illegal endeavors—gambling, stealing, and even dabbling in organized crime. However, he never told his father because he did not want to disrespect his family. When he turned 17, he became a drug-runner for the Gambino family because a couple of his close "brothers" had become involved in the business as well.

Soon John became involved with more than just drug running; he began to assist the family with offering "protective services" to different shops and businesses in Brooklyn's lower east side. Should the businesses miss a payment or refuse their help, he would instigate certain actions against the business to cause severe damage, enough to ensure the business owner would seek their protection from then on.

Eventually, John’s employment with organized crime caught up to him as he was arrested at the age of 25. When he appeared in court, his defense suggested that he plead guilty as the law had enough evidence to convict him anyway. When he was being sentenced, the judge decided to send him to prison for five years, with a potential of being released after three years for good behavior. John noticed his parents sitting in the audience at the hearing, and he began to feel a great sense of shame for what he had done and believed he had brought shame to his family.

Based on what you have just read and using your textbook as a reference, answer the following questions:

1. Why would John be considered a deviant? What social foundations of deviance appear to be evident in this case?
2. Examine the three theoretical foundations of deviance (structural-functional, symbolic-interaction, and social-conflict). Determine which foundation applies to John’s situation and why. Give specific examples.
3. Choose three theories, one within each theoretical foundation, that apply to this case. If a foundation does not have an applicable theory, state why and what behavior could have been exhibited that would have reflected that.

Case 2:

Lee is a 15-year-old boy living in Los Angeles, California. He attends a multi-cultural high school comprised of 2,200 students of various backgrounds. Recently, he has been required to enroll in a sex education class where the students learn about different events in culture that lead to our knowledge regarding sex today. Mrs. Gabbert is the teacher and has been teaching this sort of class for 15 years. Lee notices that a lot of the boys chuckle and laugh when it comes to serious issues regarding sex. The boys seem to mainly ask questions about condoms and birth control, and when the teacher answers their questions, they whoop and holler. The girls find it rather immature, and they tend to divert the questions more towards teen pregnancy and abortion. The topic of abortion strikes a chord with Lee, as he has been brought up to believe that all life should be valued, but some in the class disagree and think that a woman’s body is hers to deal with and make the choices about as she pleases. Others take a more moderate approach and believe that abortion is only right if the mother’s life is in danger or is a victim of rape.

To give a counter-opinion, Lee thinks an alternative to abortion is the legal adoption of the babies by a qualified set of parents. This causes a split in the classroom, though, as some believe that qualified adoption means an atypical husband and wife, while others believe adoption should be open to gay and lesbian partners. Still others think that adoption should be available for those who are single, so long as the income is available to support it. This became such a hot topic in the classroom that Mrs. Gabbert decided to setup a debate about these topics. She provides the students with a series of questions to answer regarding the topics, and they are to act as a group to answer the questions and present their stance on the topics.

Based on what you have just read and using your textbook as a reference, answer the following questions:

1. First, how would you give a biological definition of sex? Give your own definition and what you think it means in the context of society.
2. How do you believe the sexual revolution and counter-revolution, has influenced the events taking place in this class? Support your statements with examples (from textbook or other sources).
3. Examine the different issues at play here. Why do you believe the girls may be more concerned with teen pregnancy and subjects of abortion more so than the boys?
4. Why might the boys think condoms and birth control are funny subjects? What influence do you believe the subjects of pornography, prostitution (especially in media), and pre-marital sex have upon adolescents?
5. Examine the three theoretical analyses of sexuality. Which one do you believe applies to this situation? According to information from the textbook, in which theory do you believe these children probably believe?
6. What influence do you believe the recent gay rights movement has had on this classroom environment? What does the textbook have to say regarding matters of sexual orientation?
7. Why do you think both the boys and girls may have equal opinions regarding matters of abortion? Explain the two major positions of abortion and how this may influence the different generations.

This assignment is due in Unit III.

Unit IV Project

Portfolio Project 2:

Using the Internet, research a significant person or organization in history that assisted people or was an advocate against inequality. Whether through philanthropy, civil rights, teachings, lifestyle, etc., this person/organization has had a significant impact upon people. Answer the associated questions below.

This is to be the second entry in your portfolio, which showcases your ability to decode the concepts from this course and effectively apply them to the world around you. This project entry deals with sociology within a historical sense. For example, what would have happened if Clara Barton never started the Red Cross or if Florence Nightingale never pursued nursing? Those are just a couple examples of historical persons who affected society as a whole.

Organization:

1. Describe the mission and purpose of the organization.
2. Who started the organization? Describe him or her (only if applicable).
3. What changes have occurred in society based upon the work of the organization?
4. What, if any, influence has the organization had?

**Person:**

1. Describe his or her lifestyle.
2. Discuss what led him or her to become an advocate for those in lower social standing.
3. What do you believe we can take away from this person and apply today?
4. Did his or her advocacy invoke a change? Have others followed in his or her footsteps?
5. What, if any, influence has the person had on others?

This assignment is due in Unit IV.

**Unit V Project**

**Portfolio Project 3:**

The third portfolio entry requires the construction of a document that reflects the information you have learned in Unit V. The assignment will also test your ability to think critically about the concepts within the unit. This portfolio entry should be in one word document with proper headings for each section.

This project allows you to develop some interviewing skills, generate tables, create a timeline, and write a debate. These different mini projects allow you to think outside of the box of the traditional assignment and assessment format, stretching your academic capabilities and applying them to the sociology discipline.

1. Ask five people how they would define *racism*, *religion*, and *family*, and then summarize the definitions. Identify the similarities and differences in the definitions. Provide your own definitions of each and how they relate to each other.
   a. You can use any means you want to interview people. Social media (Facebook, Twitter, etc.), email, or personal interviews are all acceptable.
2. Generate a table with a list of the different patterns of interaction between minority and majority groups. The table should have three columns:
   a. One column for the models
   b. One column providing three facts about each model
   c. One column providing two different examples for each model
3. Develop a K-W-L table for each of the racial/ethnic groups in the United States. Create three columns for each table with the following categories: What I KNOW (K), what I WANT to know (W), and what I LEARNED (L). Complete the “K” and “W” sections, listing at least three things you know and three things that you want to know about each of the racial/ethnic groups in the United States. Then, perform research on the different associated cultures, and list three things you learned about the different cultures, and fill them in the “L” section.
4. Create a timeline listing the different stages of family life. Make note of any events, significant milestones, or problems that may occur.
5. Argue both sides (supporting and rejecting) the following statement in one to two paragraphs: The religions in the world will never get along because they are too different.

This assignment is due in Unit V.

**Unit VI Project**

**Portfolio Project 4:**

The fourth portfolio entry requires the construction of a document that reflects the information you have learned in Unit VI. This portfolio assignment requires you to develop tables dealing with various concepts, comparing and contrasting economic systems and developing your own definition of various concepts in Unit VI. This portfolio entry should be in one word document with proper headings for each section.

1. Create a three-column table regarding the Industrial Revolution and how it changed the economy:
   a. In the first column, provide what was changed.
   b. In the second column, provide a brief explanation on how it changed the economy.
   c. In the third column, provide an example from 1900 and an example from today.
2. Research and record three definitions of revolution and terrorism, and then develop your own definition of each. Describe what each means to you, and provide examples.
3. Compare and contrast the various economic systems across the globe. Generate at least three examples of each, and discuss their similarities and differences.
4. Develop another three-column table, this time dealing with the different types of political systems and the analysis of power.
   a. In the first column, list the different types of political systems.
   b. In the second column, list the associating source(s) of power for the system (Pluralist, Power-Elite, or Marxist).
   c. In the third column, provide example(s) of each political system; these should not come from the textbook.

This assignment is due in Unit VI.

**APA Guidelines**

CSU requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. A document titled “APA Guidelines Summary” is available for you to download from the APA Guide Link, found in the Learning Resources area of the myCSU Student Portal. It may also be accessed from the Student Resources link on the Course Menu. This document provides links to several internet sites that provide comprehensive information on APA formatting, including examples and sample papers.

**CSU Grading Rubric for Papers/Projects**

The course papers will be graded based on the CSU Grading Rubric for all types of papers. In addition, all papers will be submitted for electronic evaluation to rule out plagiarism. Course projects will contain project specific grading criteria defined in the project directions. To view the rubric, click the Academic Policies link on the Course Menu, or by accessing the CSU Grading Rubric link, found in the Learning Resources area of the myCSU Student Portal.

**Final Examination Guidelines**

Final Examinations are to be administered to students by an approved proctor on a date that is mutually convenient. The student is responsible for selecting a qualified proctor that must be approved by the university.

A list of acceptable proctors is provided in the Examination Proctor Policy. To review the complete Examination Proctor Policy including a list of acceptable proctors, proctor responsibilities, proctor approval procedures and the Proctor Agreement Form, go to the myCSU Student Portal from the link below.

http://mycsu.columbiasouthern.edu

You are permitted four (4) hours to complete this exam, in the presence of your approved proctor. This is an open book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams.

**Communication Forums**

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

**Ask the Professor**

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.
Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Discussion Boards (8 @ 1.5%)</td>
<td>12%</td>
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<td>Unit Assessments (3 @ 8%)</td>
<td>24%</td>
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<td>Projects (4 @ 8%)</td>
<td>32%</td>
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<td>Final Exam</td>
<td>32%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
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<table>
<thead>
<tr>
<th>Unit I</th>
<th>Sociology and Culture</th>
</tr>
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<tbody>
<tr>
<td>Review:</td>
<td>□ Unit Study Guide</td>
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<tr>
<td></td>
<td>Learning Activities:</td>
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<td></td>
<td>□ Non-Graded activities to aid comprehension of the course material</td>
</tr>
<tr>
<td>Read:</td>
<td>□ Chapter 1: Sociology: Perspective, Theory, and Method</td>
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<td></td>
<td>□ Chapter 2: Culture</td>
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<tr>
<td>Discuss:</td>
<td>□ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)</td>
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<td>Submit:</td>
<td>□ Assessment by Tuesday, Midnight (Central Time)</td>
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Notes/Goals:

<table>
<thead>
<tr>
<th>Unit II</th>
<th>The Social Experience</th>
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<tbody>
<tr>
<td>Review:</td>
<td>□ Unit Study Guide</td>
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<td></td>
<td>Learning Activities:</td>
</tr>
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<td></td>
<td>□ Non-Graded activities to aid comprehension of the course material</td>
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<tr>
<td>Read:</td>
<td>□ Chapter 3: Socialization: From Infancy to Old Age</td>
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<td>□ Chapter 4: Social Interaction in Everyday Life</td>
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<td>□ Chapter 5: Groups and Organizations</td>
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<td>Discuss:</td>
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<td>□ Proctor Approval Form</td>
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Notes/Goals:
### Unit III
**The Social Revolution or Dissolution?**

#### Review:
- Unit Study Guide
- **Learning Activities:** Non-Graded activities to aid comprehension of the course material

#### Read:
- Chapter 6: Sexuality and Society
- Chapter 7: Deviance

#### Discuss:
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

#### Submit:
- **Project** by Tuesday, Midnight (Central Time)

### Notes/Goals:

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### Unit IV
**Inequality Across the Globe**

#### Review:
- Unit Study Guide
- **Learning Activities:** Non-Graded activities to aid comprehension of the course material

#### Read:
- Chapter 8: Social Stratification
- Chapter 9: Global Stratification
- Chapter 10: Gender Stratification

#### Discuss:
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

#### Submit:
- **Project** by Tuesday, Midnight (Central Time)

### Notes/Goals:
## Unit V: The Social Melting Pot

<table>
<thead>
<tr>
<th>Review</th>
<th>Unit Study Guide</th>
<th>Learning Activities: Non-Graded activities to aid comprehension of the course material</th>
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<tbody>
<tr>
<td>Read</td>
<td>Chapter 11: Race and Ethnicity</td>
<td>Chapter 13: Family and Religion</td>
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<td>Discuss</td>
<td>Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)</td>
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<td>Submit</td>
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Notes/Goals:

## Unit VI: Economic Stratification

<table>
<thead>
<tr>
<th>Review</th>
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<th>Learning Activities: Non-Graded activities to aid comprehension of the course material</th>
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<tbody>
<tr>
<td>Read</td>
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<td>Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)</td>
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Notes/Goals:
# Course Schedule

## Unit VII: Education and Population: A Global Concern

| Review | • Unit Study Guide  
| Learning Activities:  
| • Non-Graded activities to aid comprehension of the course material |
| Read | • Chapter 14: Education, Health, and Medicine  
| • Chapter 15: Population, Urbanization, and Environment |
| Discuss | • Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
| • Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| Submit | • Assessment by Tuesday, Midnight (Central Time)  
| • Request to take Final Exam |

## Notes/Goals:

## Unit VIII: Global Social Change

| Review | • Unit Study Guide  
| Learning Activities:  
| • Non-Graded activities to aid comprehension of the course material |
| Read | • Chapter 16: Social Change: Modern and Postmodern Societies |
| Discuss | • Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
| • Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| Submit | • Final Exam by Tuesday, Midnight (Central Time) |

## Notes/Goals: