

**Tompkins Cortland Community College**  
**Master Course Syllabus**

**Course Discipline and Number: SOCI 101**  
**Course Title: Introduction to Sociology**

**Year: 2018-2019**  
**Credit Hours: 3**

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

### **Course Description**

This is an introductory study of the basic concepts, theoretical principles, and methods used within the discipline of sociology. Emphasis is on group interaction, social and cultural processes, and the structure and organization of American social institutions. SOCI 101 fulfills the SUNY General Education Social Sciences requirement. An honors section is offered. Prerequisites: Prior completion or concurrent enrollment in ENGL 100, MATH 090, and RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Fall and spring semesters.

### **Course Context/Audience**

Introduction to Sociology:

- 1) is required for all students completing the Liberal Arts-Social Sciences degree program.
- 2) is the entry level basic skills assessment course for the Liberal Arts-Social Sciences degree program.
- 3) is an introduction to the following Liberal Arts-Social Sciences Program outcomes:
  - a. Appropriate and effective written and oral communication skills that reflect social scientific reasoning.
  - b. Ability to locate, critically evaluate, and effectively use social scientific research.
  - c. Knowledge of social science research, methods, and theoretical principles.
  - d. Understanding of global issues and diverse cultural perspectives.
- 4) Satisfies SUNY general education goal #3.

### **Basic Skills/Entry Level Expectations**

**Writing:** WC College level writing skills are required. See course co-requisites or pre-requisites.

**Math:** M1 Taking MATH 090 (if needed) – Course requires limited use of very basic mathematical skills.

**Reading:** R3 Course may be taken concurrently with RDNG 116.

## Course Goals

The overarching goal of Introduction to Sociology is the development of the sociological perspective and the ability to apply this perspective to social issues and personal experiences.

## Course Objectives/Topics

Objective/Topic	% Course
The student should be able to articulate and apply the sociological imagination (Mills 1959) to social issues and personal experiences.	100%
The student should be able to articulate and apply the following sociological concepts to social issues and personal experiences: social structure, culture, social stratification, and socialization.	20%
The student should be able to articulate and apply the three dominant sociological theories - functionalism, conflict theory, and symbolic interactionism - to social issues and personal experiences.	20%
The student should be able to understand and apply sociological research skills and methods at an introductory level.	25%
The student should be able to develop a sociological question, determine what types of information are needed to answer the question, and locate, critically evaluate, and effectively use sources to answer the question.	25%
The student will be able to question their own common sense understandings of how the world works.	100%
* Note: The sum of the amounts of class time assigned to the objectives exceeds 100% because student mastery of the knowledge, skills and understanding of the individual objectives overlap.	

## General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> <li>➤ develop meaningful questions to address problems or issues.</li> <li>➤ gather, interpret, and evaluate relevant sources of information.</li> <li>➤ reach informed conclusions and solutions.</li> <li>➤ consider analytically the viewpoints of self and others.</li> </ul>	<p>The research project requires students to develop questions and pose solutions to problems or issues.</p> <p>The annotated bibliography assignment requires students to gather, interpret and evaluate relevant sources of information.</p> <p>The research project requires students to reach informed conclusions and solutions.</p> <p>Class lectures, discussions, and student presentations support the analytical examination of viewpoints of self and others.</p>

<b>SOCIAL/GLOBAL AWARENESS OUTCOMES</b>	<b>HOW DOES THE COURSE ADDRESS THE OUTCOMES</b> (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> <li>➤ Students will begin to understand how their lives are shaped by the complex world in which they live.</li>   <li>➤ Students will understand that their actions have social, economic and environmental consequences.</li> </ul>	<p>The entire course is devoted in one way or another to helping students develop and understanding of how their lives shape and are shaped by the complex world in which they live. C. Wright Mills, "The Sociological Imagination," is a foundation for the course.</p> <p>The Sociological Imagination has a twin emphasis: how the larger social context affects the individual and how the individual affects the larger social context.</p>

### Instructional Methods

The following instructional methods should be included in the course: lectures aimed at providing students with necessary background and disciplinary knowledge, discussions, hands-on application of course concepts, theories and methods, research, formal and/or informal collaborative work; guest speakers and/or videos.

### Methods of Assessment/Evaluation

Method	% Course Grade
Oral presentations	5-15%
Formal, drafted and edited written pieces (required). These may include essays, research proposals, take-home exams, research papers, etc.	40-75%
Annotated bibliography	10-25%
Attendance and participation	0-15%

### Text(s)

Mapping the Social Landscape: Reading in Sociology, Susan Ferguson, Latest Edition, McGraw Hill

Sociological Footprints: Introductory Readings in Sociology, Leonard Cargan and Jeanne Ballantine, Latest Edition, Wadsworth

Sociology, Craig Calhoun, Donald Light, and Suzanne Keller, Latest Edition, McGraw Hill

Seeing Ourselves: Classic, Contemporary and Cross-Cultural Readings in Sociology, Macionis and Benokraitis, Latest Edition, Prentice Hall

Society: The Basics, John Macionis, Latest Edition, Prentice Hall

The Sociology Student Writer's Manual, William A. Johnson, et al., Latest Edition, Prentice Hall

The Practical Skeptic: Readings in Sociology, Lisa J. McIntyre, Latest Edition, McGraw Hill

Sociology, Jusdon Landis, Latest Edition, Wadsworth

The Practical Skeptic: Core Concepts in Sociology, Lisa J. McIntyre, Latest Edition, McGraw Hill

### Bibliography

Duneier, Michell. Sidewalk. © 1999. Ferrar, Straus, and Giroux.

Johnson, Allan. © 1997. The Forest and the Trees. Temple University Press.

Marx, Karl and Frederick Engels. © 1978. The German Ideology, New York: International Publishers.

Marx, Karl and Frederick Engels. © 1948. The Communist Manifesto. New York: International Publishers.

Mills, C. Wright. The Sociological Imagination. Oxford University Press.

Newman, Katherine. © 1999. No Shame in My Game: The Working Poor in the Inner City. Russel Sage Foundation.

Ritzer, George. © 1999. The McDonalization of Society. Pine Forge Press.

Weber, Max. © 1958. The Protestant Ethic and the Spirit of Capitalism. New York: Scribners.

### **Other Learning Resources**

<b>Audiovisual:</b>
No resources specified
<b>Electronic:</b>
No resources specified
<b>Other:</b>
No resources specified