



INSTRUCTIONAL PACKAGE

SOC 102

Marriage and The Family

Effective Term

Fall 2018/Spring 2019/Summer 2019

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2018, Spring 2019, Summer 2019

COURSE PREFIX: SOC 102

COURSE TITLE: Marriage and The Family

CONTACT HOURS: 3

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

Sociology is the study of society and the people in it. This course will provide a broad overview of societal issues and perspectives and enable students to apply scientific principles to social phenomena to gain a better understanding of social organization.

COURSE DESCRIPTION:

This course introduces the institutions of marriage and the family from a sociological perspective. Significant forms and structures of family groups are studied in relation to current trends and social change.

PREREQUISITES/CO-REQUISITES:

(COMPASS Reading 85 and COMPASS Writing 78) or (ACCUPLACER Reading Comp 075 and ACCUPLACER Sentence Skills 081) or (New ACCUPLACER Reading Comp 250 and New ACCUPLACER Sentence Skills 250) or (COMPANION Reading 075 and COMPANION Sentence Skills 081) or (Multiple Measures English 1) or (ACT English 19 and ACT Reading 19) or (SAT Critical Reading 480) or (Credit level [ENG 100](#) Minimum Grade of C* or Credit level [ENG 155](#) Minimum Grade of C or Credit level [ENG 155](#) Minimum Grade of TC or Credit level [ENG 101](#) Minimum Grade of C or Credit level [ENG 101](#) Minimum Grade of TC)

***Online/Hybrid** courses require students to complete the DLI Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials. WaveNet and D2L email access.

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

Students are required to read the textbook assignments. The text will introduce you to key concepts, principles, and methods devised to describe and explain sociology and our society. Students are also encouraged to take notes. This course is designed to foster interaction, active learning and the sharing of ideas and information. Therefore, as a student, you are encouraged to participate and to be respectful of other students and the instructor. (Please be respectful when others are presenting, and asking questions. Therefore, do not engage in disruptive behavior and/or talking during class presentations and lectures). This directive is part of the standard of acceptable behavior for this class. Students in violation of this directive may be asked to leave the class for the remainder of the class period, and subsequently referred to the Chief Student Services Officer for further disciplinary action. For a detailed explanation of The Student Code for The South Carolina Technical College System, please refer to the College Catalog (available Online). The faculty and administration of HGTC are committed to enhancing your learning experience at the College through improved methods of instruction and support services.

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

Online/Hybrid Courses:

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

POLICY REGARDING ACADEMIC MISCONDUCT (WHICH INCLUDES CHEATING ON TESTS, PLAGIARISM, AND FALSIFICATION OF INFORMATION)

Please review the "Student Rights and Responsibilities, Academic Misconduct" in the Horry-Georgetown Technical College Catalog and Student Handbook available in hardcopy and Online.

Classroom conduct: It is the responsibility of faculty to clearly communicate classroom expectations early in the semester. If, after that communication, students are unwilling to comply with expectations and have been notified of the unacceptability of such conduct, faculty should:

- First offense of disruptive behavior-Dismiss student from class "for a period" until discussion concerning acceptable conduct and next steps can occur between faculty and student. Student should not be readmitted to class until such discussion occurs.
- Second offense of disruptive behavior-Dismiss student from class (or request Public Safety

assistance for removal) for written referral to Chief Student Services Officer for disciplinary follow up.

Academic Misconduct: Cheating, plagiarism, collusion, et al.

- Professor must meet with student to discuss allegation and evidence upon which it is based. The student must be given the opportunity to refute the allegation.
- If academic misconduct is substantiated to the Professor's satisfaction, the Professor notifies the student of the sanction to be imposed, consisting of one of the following:
 - Assign a grade of zero to the test, assignment, etc. involved in the academic misconduct.
 - Assign a failing grade for the course (with consultation on student academic options including the appeal process)
 - Require the student to withdraw from the course
- Within five (5) working days of the meeting with the student, the Professor must provide a written explanation of the incident and any sanction imposed to the Chief Instructional Office. Please also notify the CSSO, as the CSSO serves as the CIO designee for appeal processing.

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Instructors are encouraged to cover a minimum of fourteen chapters. As time allows, instructors may include additional chapters and Student Learning Outcomes. Specific chapters, depth of coverage, organization of the units, and assessment tools may vary from instructor to instructor.

*Please see the Instructor's Course Information Sheet for information on how the Instructor will organize the textbook materials, and what assessment methods he/she will use to assess student progress through these established Course Learning Outcomes.

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Listed below are the Student and Course Learning Outcomes. These Learning Outcomes define what knowledge and skills a student is able to "do" or express after successful completion of this course.

Student Learning Outcomes:

- Describe the basic theories and concepts of sociology.
- Compare and contrast the Structural-Functional, Symbolic-Interaction and Social Conflict theoretical approaches in sociology.
- Analyze various social structures and social phenomena using the sociological perspective.

*Suggested Outline:

Unit 1 and 2: Sociology, Culture, Socialization, Interactions and Groups

Materials Covered:

Chapter 1 Theory and Method

Chapter 2 Culture

Chapter 3 Socialization

Chapter 4 Interactions

Chapter 5 Groups and Organizations

*Assessment(s): Complete class activities, handouts, homework assignments and/or quizzes.

Unit Exam

LEARNING OUTCOMES

Chapter One – *Sociology: Perspective, Theory, and Method*

1. Define the terms sociology and social science.
2. Describe the origins of sociology, including the major contributors.
3. Compare and contrast the three major sociological approaches in applications to societal phenomena.
4. Describe scientific, interpretive and critical sociology and their applications to particular sociological studies.

Chapter Two - *Culture*

1. Define the term culture and describe the elements of culture, including symbols, language, values, beliefs and norms.
2. Define multiculturalism.
3. Differentiate ethnocentrism and cultural relativism.
4. Compare and contrast the Structural-Functional and the Social-Conflict approaches to culture.

Chapter Three – *Socialization: From Infancy to Old Age*

1. Define and differentiate between socialization and personality.
2. Describe the impact of social isolation on monkeys and humans in terms of social and physical development.
3. Describe socialization utilizing various theories of development, including Freud, Piaget, Kohlberg and Gilligan.
4. Describe George H. Mead's concept of the social self and the "Looking-Glass Self."
5. Describe the four agents of socialization (the family, the school, the peer group and the mass media) and their impacts on human socialization.

Chapter Four - *Social Interaction in Everyday Life*

1. Define social interaction.
2. Define status, master status and status set and describe how they relate to each other.
3. Define role, role conflict, role strain, and role exit and differentiate them from status.

4. Describe and apply the concept of Dramaturgical Analysis to everyday situations.
5. Describe gender and sex in roles and role performance.

Chapter Five - *Groups and Organizations*

1. Define social group and differentiate between primary and secondary groups and instrumental and expressive leadership styles.
2. Describe the importance of Solomon Asch's and Stanley Milgram's research on group conformity.
3. Describe the types of formal organizations.
4. Describe bureaucracy, including the origins, characteristics, informality and problems associated with bureaucracy.
5. Describe the "McDonaldization" of society and its basic principles.

*Suggested Outline:

Unit 3 and 4: Sexuality, Deviance and Social Stratification

Materials Covered:

Chapter 6 Sexuality

Chapter 7 Deviance

Chapter 8 Stratification

Chapter 9 Global Stratification

*Assessment(s): Complete class activities, handouts, homework assignments and/or quizzes.

Unit Exam

Learning Outcomes

Chapter Six – *Sexuality and Society*

1. Differentiate between sex and gender, including primary and secondary sex characteristics.
2. Discuss sex as a cultural issue, including sexual attitudes and sexual orientation and sexual controversies.
3. Apply the three major sociological approaches to sexuality and explain the differences between approaches.

Chapter Seven – *Deviance*

1. Differentiate between deviance and crime.
2. Describe early explanations of deviance, including biology and personality.
3. Explain the functions of deviance by applying the Structural-Functional approach and Emile Durkheim's basic insights.
4. Describe major theories of deviance, including Strain Theory, Labeling Theory, Differential Association and Control theory utilizing the three major sociological approaches.
5. Define white-collar crime, corporate crime, organized crime and hate crime and describe their contributions to crime statistics in the United States.
6. Describe the criminal justice system in the United States and the four justifications for punishment.

Chapter Eight - *Social Stratification*

1. Define social stratification.
2. Differentiate between the types of systems of social stratification including caste and class systems, and give examples.
3. Explain the functions of social stratification utilizing the Davis-Moore thesis.
4. Explain social stratification utilizing the Social-Conflict approach with emphasis on the work of Karl Marx.
5. Describe the stratification system in the United States.
6. Describe the extent poverty in the U.S. and explain why poverty exists in the United States.
7. Describe the extent of homelessness in the United States.

Chapter Nine - *Global Stratification*

1. Describe the extent of poverty around the world and explain the correlates of global poverty.
2. Describe and differentiate between Modernization Theory and Dependency Theory to explain global poverty.

*Suggested Outline:

Unit 5 and 6: Gender, Race and Ethnicity, Economy and Politics

Materials Covered:

Chapter 10 Gender

Chapter 11 Race

Chapter 12 Economy and Politics

*Assessment(s): Complete class activities, handouts, homework assignments and/or quizzes.

Unit Exam

LEARNING OUTCOMES

Chapter Ten – Gender Stratification

1. Define the terms gender, sex, gender stratification, patriarchy, matriarchy and sexism.
2. Explain how the four agents of socialization (family, peer, school and mass media) contribute to the development of specific gender roles.
3. Discuss gender and social stratification in the United States, including differences in occupation, income, education, politics and the military.
4. Discuss gender-related issues such as crime (domestic violence and sexual harassment) and the issue of pornography.
5. Compare and contrast the Structural-Functional approach and the Social-Conflict approach to explaining gender differences.
6. Explain feminism and identify the types of feminism.

Chapter Eleven - Race and Ethnicity

1. Define race and ethnicity and differentiate between them as sociological categories.
2. Define prejudice, stereotypes and racism.
3. Compare and contrast the four theories of prejudice (scapegoat theory, authoritarian personality theory, culture theory and conflict theory).

4. Define discrimination and institutional discrimination.
5. Describe and define the four patterns of majority and minority interaction (pluralism, assimilation, segregation and genocide) and give examples of each.
6. Compare and contrast the standings of various racial and ethnic groups in the United States.

Chapter Twelve - Economics and Politics

1. Define economics, and describe capitalism and socialism as economic systems.
2. Explain Weber's classification of authority.
3. Differentiate among types of political systems: monarchy, authoritarianism and totalitarian government.
4. Describe politics in the United States, including special interest groups, lobbyists and PACs and voting patterns.
5. Compare and contrast the Pluralist, Power-Elite and Political-Economy models of politics.
6. Define war, revolution and terrorism and their uses as political tools.

*Suggested Outline:

Unit 7: Family, Religion and Education

Materials Covered:

Chapter 13 Family and Religion

Chapter 14 Education

*Assessment(s): Complete class activities, handouts, homework assignments and/or quizzes.

Unit Exam

LEARNING OUTCOMES

Chapter Thirteen - *Family and Religion*

1. Define a family, including a nuclear family and extended family
2. Define marriage and describe the major types of marriage patterns and divorce.
3. Differentiate between Structural-Functional, Social-Conflict and Symbolic-Interactionist approaches to explaining the family.
4. Define religion, faith, profane and sacred.
5. Differentiate between Structural-Functional, Social-Conflict and Symbolic-Interactionist approaches to explaining religion.
6. Describe the sociological view of church, denomination, cult, and sect.
7. Describe religion and religiosity in the United States.

Chapter Fourteen – *Education*

1. Define education and explain the relationship between a country's economic system and its educational system.
2. Describe the four main functions of schooling according to the Structural-Functionalist approach and include latent functions.
3. Describe the relationship between schooling and social inequality according to the Social-Conflict approach.
4. Identify and describe the major problems in American schools today.

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

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All tangible measurements used for assessment of student course learning outcomes are at the discretion of the instructor and should be specifically outlined by the instructor. Suggested methods appropriate for this course can include but are not limited to the following: discussion questions, assignments, portfolios, written comprehensive exams, papers and group projects.

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students’ performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

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Exams (2 to 5 including Final Exam if applicable)	40-80%
Quizzes/Assignments/Discussions	10-25%
Papers/Projects/Portfolios	10-25%
Class Participation	0-10%
Total (must add up to 100%)	100%

****Students, for the specific number and type of evaluations, please refer to the Instructor’s Course Information Sheet.***

GRADING SYSTEM:

State the College’s or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean’s approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

***Any student missing more than two (2) weeks without notification will be withdrawn for excessive absences.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources

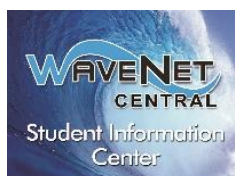


The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing:

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

Title IX Requirements

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

Inquiries regarding the non-discrimination policies:	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
<p>Dr. Melissa Batten, AVP Student Affairs <i>Title IX Coordinator</i></p> <p>Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu</p>	<p>Jacquelyne Snyder, AVP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i></p> <p>Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu</p>