



INSTRUCTIONAL PACKAGE

SOC 101

Introduction to Sociology

Fall 2019/Spring 2020/Summer 2020

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall/Spring/Summer 2019-2020

COURSE PREFIX: SOC 101

COURSE TITLE: Introduction to Sociology

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 emphasizes the fundamental concepts and principles of sociology, including culture, socialization, interaction, social groups and stratification, effects of population growth, and technology in society and social institutions.

PREREQUISITES/CO-REQUISITES:

((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 (SAT Critical Reading 480) or (ACT English 19 and ACT Reading 19) 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](#).

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: Theory and Method*

1. Define the terms sociology and social science and sociological imagination.
2. Describe the origins of sociology, including the major theoretical contributors.
3. Compare and contrast the three major sociological approaches in applications to societal phenomena.
4. Describe how sociologists conduct research

Chapter Two – *Culture and Society*

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. Explain subcultures and cultural universals.
5. Describe the impact of globalization on culture.

Chapter Three – *Socialization, the Life Course and Aging*

1. Explain socialization.
2. Describe socialization utilizing various theories of development, including Mead, Cooley and Piaget,
3. Describe the four agents of socialization (the family, the school, the peer group and the mass media) and their impacts on human socialization.
4. Describe gender and race socialization.
5. Describe the five major stages of the life course.
6. Explain aging using sociological theory and describe challenges of aging.

Chapter Four - *Social Interaction in Everyday Life*

1. Define social interaction.
2. Describe types of interactions and nonverbal communication.
3. Define status and role and explain how they are related.
4. Explain ethnomethodology.
5. Describe how interactions reflect broad social factors.

Chapter Five – *Groups, Networks and Organizations*

1. Define social group and describe various groups and 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.

Unit 3 and 4	Deviance and Social Stratification and Body
Materials Covered:	Chapter 6 Deviance
	Chapter 7 Stratification
	Chapter 8 Global Stratification
	Chapter 14 Sociology of the Body

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

Chapter Six – *Deviance, Crime and Punishment*

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 and Merton's Theory of Anomie.
4. Describe major theories of deviance, including Strain Theory, Labeling Theory, Differential Association and Control theory utilizing the three major sociological approaches.
5. Explain crime and deviance from a Social-Conflict perspective. Define white-collar crime, corporate crime, organized crime and hate crime.
6. Describe how crime statistics are generated.

Chapter Seven - *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 Eight - *Global Stratification*

1. Describe the extent of poverty around the world and explain the correlates of global poverty.

2. Describe and differentiate between various theories explaining global poverty.

Chapter 14 – The Sociology of the Body: Health, Illness and Sexuality

1. Describe how sociologists understand health and illness.
2. Explain social factors that affect health.
3. Differentiate between various types of sexual orientations.
4. Discuss sex as a cultural issue, including sexual attitudes and sexual orientation and sexual controversies.
5. Apply the three major sociological approaches to sexuality and explain the differences between approaches.

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

*Suggested Outline:

Unit 5 and 6 Gender, Race and Ethnicity, Economy and Politics
Materials Covered: Chapter 9 Gender
 Chapter 10 Race
 Chapter 13 Economy and Politics

LEARNING OUTCOMES

Chapter Nine – Gender Inequality

1. Define the terms gender and sex.
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, sexual 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 Ten – Race, Ethnicity and Racism

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 and racism.
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.
7. Explain how sociology explains racial inequality.

Chapter Thirteen – Politics and Economic Life

1. Describe capitalism.
2. Differentiate among types of political systems: monarchy, authoritarianism and totalitarian government.

3. Describe politics in the United States, including special interest groups, lobbyists and PACs and voting patterns.
4. Compare and contrast the Pluralist, Power-Elite and Political-Economy models of politics.

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

*Suggested Outline:

Unit 7 Family, Religion and Education
Materials Covered: Chapter 13 Families
 Chapter 14 Education and Religion

Chapter Eleven – Families and Intimate Relationships

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. Describe marriage and family patterns in the United States.
5. Describe problems in families.
6. Explain new family forms.

Chapter Twelve – Education and Religion

1. Explain sociological theories of education.
2. Describe inequality in education.
3. Identify and describe the major problems in American schools today.
4. Explain sociological theories of religion.
5. Describe types of religious organizations.
6. Describe trends in religious affiliations.

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

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

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

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

EVALUATION*

Exams (2 to 5 Exams 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%)

****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 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

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

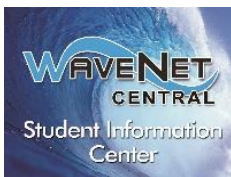


The Student Success and Tutoring Center (SSTC)

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 or go to the [Online Resource Center](#) to access on-demand resources any time.



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 Beth Havens, 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, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

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

Title IX Requirements

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

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