

Introduction to Sociology 102-601
Red Rocks Community College
Spring 2017

INSTRUCTORS: Sally Stablein, M.A. Sociology and
Kelli Gilbert, M.S. Human Development & Family
Studies

COURSE: Sociology 102, Section 601, begins 02/24 and ends
3/11; 3 credit hours; Room 1178

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Office #: 2638 (Sally)

Office Hours (Sally): Tuesday 12-3 & Thursday 1-3

Both Sally & Kelli will be available before and after class

I. Required Text

**Collective Sociology: An Introduction to Sociology eBook Ashbury
Publishing ISBN: 978-0-9791538-8-4**

Recommended: Writing @ Red Rocks

II. Course Description:

This course examines social institutions and organizations from the macro perspective. This course emphasizes issues of social change, demography, social movements, and conflicts and trends within education, religion, family, political, and economic structures.

III. Course Content and Objectives:

Sociology is the systematic study of the cultural, institutional, and interactional forces that shape the everyday lives of individuals. Historically, sociologists have primarily concerned themselves with "knowledge production" rather than "knowledge application." In the recent past, however, there has been a shift in emphasis to the application of sociological knowledge in society and the work place.

As more employers have come to recognize the value of a liberal arts education in sociology, there has been a corresponding growth in applied sociology undergraduate and graduate programs. Sociology courses therefore, are geared toward the acquisition of sociological knowledge, the

practical application of that knowledge, and the development of a "sociological imagination."

This course is a continuation of Introduction to Sociology 101. In this course, however, our focus of study will be devoted to "social institutions." This course examines social institutions from both a micro and macro sociological perspective. The core of this course is devoted to understanding the various ways in which social institutions mediate relations between the structure and society. To that end, this course provides an in-depth study of society's major institutions (i.e., family, politics, economics, religion, education, media), and the social forces that impact their existence. This course also emphasizes and examines issues of social change, demography, social movements, and conflicts and trends within the social structure.

The major objectives of this course, therefore, are to stimulate your sociological imaginations, acquaint you with economies as systems and their influence on the political, educational, religious, and family systems, and to help you gain insight into the nature and operation of societies. In order to accomplish this task, we will examine many of the fundamental concepts, principles, and issues of concern to sociologists.

Course outcomes: Upon completion of this course, you should be able to demonstrate knowledge and/or skill in the following areas:

- List the basic characteristics of the family. Discuss the importance of marriage and kinship to the family.
- Describe the functions the family performs for its members and for society.
- Describe some cross-cultural variations in families.
- Indicate the changes that have occurred in family patterns with increasing industrialization and urbanization.
- Outline the functions and dysfunctions of the nuclear family form.
- Describe the impact of divorce upon the two individuals directly involved, other family members, the community, and society.
- Describe how education has changed with the rise of industrialism in the United States.
- Present the functionalist view of the purposes of education.

- Present a conflict view of education and the influence of schooling on social mobility.
- Explain how the self-fulfilling prophecy operates in schools.
- Discuss the relationship between class, race, and educational achievement; explain which factors affect students' chances of educational success.
- State the sociological definition of religion.
- List topics of interest to a sociologist studying religion as social behavior.
- Compare and contrast the elements of religion with those of functionally equivalent belief systems.
- Compare the views of Marx, Durkheim, and Weber on the relationship between religion and social change.
- Explain Weber's "Protestant ethic" thesis and the current evidence for it.
- Compare the religiosity of the American people with that of other nations and discuss the social consequences of these differences.
- Identify the factors that have led to a fundamentalist revival in the United States.
- Discuss the economic order and the importance of economic activity.
- Explain the idea of division of labor and the consequences of surplus wealth.
- Compare Durkheim's concepts of mechanical and organic solidarity in terms of social cohesion.
- Define "anomie" and describe its sources and consequences.
- Contrast occupations and professions and explain the trend toward professionalization.
- Present Marx's analysis of alienation and work.
- Describe the extent of economic control exerted by large corporations, noting its social consequences.
- Explain the increase in multinational corporations and its global consequences.
- Outline the social consequences of unemployment for the individual and for society.
- Define the sociological concepts of the political order and the state.
- Explain Weber's definitions of power, legitimacy, and coercion.
- Characterize the state in modern industrial societies.
- Contrast the three basic forms of government.

- Discuss current political trends in the U.S.
- Describe the political behavior of interest groups.
- Present evidence of ways in which interest groups support or interfere with democratic government.
- Summarize Mill's view of the concentration of power in the United States.
- Outline Reedman's perspective on the levels of power in the United States.
- Understand basic concepts of social change and social movements.
- Understand the importance of ecology and the environment in relation to human societies.
- Understand basic sociological concepts of urbanization and population.

IV. Course Work & Evaluation

Reading Assignments

Please stay on top of the reading assignments. We will be discussing the reading material during class time and using the reading material to complete assignments.

Assignments

- In class assignments: Topics may include the family, capitalism/socialism, health care, power distribution, education, and population/environment.
- China Blue/Are your jeans worth it? 50 points (for Sally).
- 1 exam worth 150 points, due by March 11 (end of class).
- Social change project, 75 points (in class), March 11.
- 3 short papers, 25 points each (for Kelli; 2 due March 4, 1 due March 11).

You will be expected to read, think, write, and contribute to class discussions, analyze, evaluate, and draw conclusions from readings and other course material; to do introductory research using sociological methods and language; to contribute ideas and effort; and, to compare and contrast facts, concepts, perspectives, language, and theories related to the course.

Breakdown on Grades

Attendance	100 points
In class assignments (Sally)	50 points
Exam	150 points
Social Change Group Presentation	75 points
3 short papers (Kelli)	75 points
China Blue/jeans (Sally)	50 points

Total Point Breakdown

450-500	A
400-449	B
350-399	C
300-349	D
Under 300	F

V. Final Comments:

Late assignment policy: We will not accept late work. If you miss an assignment, then you have missed an assignment.

RESPECT

of others is expected and essential for creating a positive learning experience. We don't all have to agree on everything, but we do need to express ourselves in a positive manner.

RRCC POLICIES AND PROCEDURES:

Student Code of Conduct and Academic Integrity: Admission to the Red Rocks Community College implies that you agree to respect the rights of others and observe moral and civil laws. Interference with the normal processes of education in the classroom or elsewhere on the campus will be regarded as unacceptable conduct, warranting suspension or dismissal.

Complete Student Code of Conduct is at this web site:

<http://www.rrcc.edu/handbook/codeofconduct.pdf>.

ADAAA (Americans with Disabilities Act Amendments Act of 2008) and Section 504 of the Rehabilitation Act of 1973: Red Rocks Community College is committed to access for students with disabilities. If you are a student with a disability and need assistance or are interested in requesting

accommodations, please contact Accessibility Services. Faculty are not obligated to provide accommodations without proper notification by Accessibility Services and accommodations are not retroactive. Students may contact the Access staff by telephone or email to make an intake appointment at 303-914-6733 or access@rrcc.edu. Accessibility Services is located in Suite 1182 at the Lakewood campus. More information is available at www.rrcc.edu/accessibility-services.

Syllabus Statement Regarding Mandatory Reporting

Our College is committed to preserving a safe and welcoming educational environment for all students. As part of this effort, we have an obligation to report certain issues relating to the health and safety of campus community members. We must report to the appropriate College officials any allegation of discrimination or harassment. Sexual misconduct, which includes sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, and sexual exploitation, is considered a form of discrimination. In addition to reporting all discrimination and harassment claims, we must report all allegations of dating violence or domestic violence, child abuse or neglect, and/or credible threats of harm to yourself or others. Such reports may trigger contact from a College official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like more information, you may reach the Title IX/EO Coordinator: **D. Arnie Oudenhoven, Executive Director of Human Resources/Title IX Administrator, 303-914-6298** or [Arnie Oudenhoven](mailto:Arnie.Oudenhoven@rrcc.edu) (arnie.oudenhoven@rrcc.edu)

Reports to law enforcement can be made at the Red Rocks Campus Police Department behind the Welcome Desk at the Main Entrance or **RRCC Dispatch** (rrpd.dispatch@rrcc.edu) at 303-914-6394.

If you would like a confidential resource, please contact **Deborah Houser, Assistant Director of Human Resources/Deputy Title IX Administrator, 303-914-6224** or [Deborah Houser](mailto:Deborah.Houser@rrcc.edu) (deborah.houser@rrcc.edu)
Further information may be found on the college [Human Resources website](http://www.rrcc.edu/human-resources/sexual-misconduct): <http://www.rrcc.edu/human-resources/sexual-misconduct>.

Grade of Incomplete: An "I" indicates that the course objectives are not yet fulfilled. It is the responsibility of the student to request, if needed, the assignment of an incomplete grade. The instructor's decision to authorize or not authorize an incomplete grade is final. The student must have completed 75% of the class with a C or better, and must complete the rest of the work with the same instructor. Arrangement for the completion of the course must be made with the instructor prior to the assignment of the "I" grade. This agreement must be written on a Contract for Incomplete Grade Form. The instructor may allow up to one full semester for the student to complete missing requirements. "I" grades not changed by the end of the following semester will automatically become failing grades (F). This instructor rarely gives incompletes.

Plagiarism: Plagiarism is grounds for failing an assignment or course and/or disciplinary action from RRCC. DO NOT PLAGIARIZE. Plagiarism means copying passages directly from the text or any other source, without quotation marks and citations. Summarize or paraphrase the information. If you paraphrase by rearranging the order of a sentence or words, then give credit for the source. No credit will be given for plagiarized papers and may be grounds for failure from the class.

IMPORTANT: This syllabus is the essential road map and cornerstone for this course. Because you are responsible for the requirements of this syllabus, please clarify any information that you do not understand with the instructor as soon as possible.

VI. ANTICIPATED READING CALENDAR

WEEKEND 1: We will meet Friday from 5PM-10PM and Saturday from 8AM - 5:30 PM

02/24 (Kelli)

- Introductions-Syllabus Review
- A Collaborative Approach Chapters 1 (review of Sociology basics) & 17 (Collective Behavior, Social Movements, and Social Change)

02/25 (Kelli)

- A Collaborative Approach Chapters 12 (Education, first half of chapter only) & 11 (Family)

WEEKEND 2: We will meet Friday from 5PM-10PM and Saturday from 8AM - 5:30 PM

03/4 (Sally)

- A Collaborative Approach Chapter 14 (Health, Illness and Health Care)

03/5 (Sally)

- A Collaborative Approach Chapter 13 (Politics and the Economy)

WEEKEND 3: We will meet Friday from 5-10 PM and Saturday from 8AM to 5:30 PM

03/10 (Sally)

- A Collaborative Approach Chapters 15 (Population) & 16 (Urban & Environmental Sociology)
- Have your jean sheet with you!

03/11 (Kelli in AM, both for the rest!)

- A Collaborative Approach Chapter 12 (Religion, second half of chapter only)
- Social Change group presentation in class
- Letter to the editor due
- Exam due

NOTE: This schedule is subject to change at the discretion of the instructor. Students will be informed of any changes.