

Introduction to Sociology 102- 621
Red Rocks Community College
Fall 2011

INSTRUCTOR: Mitzi Hicks
COURSE: Sociology 102, Section 621, 3 credit hours
Class meets 11/4/11 – 11/19/11 at the Arvada campus, room 7132
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My goal in teaching this class is to help students realize how Sociology impacts nearly every facet of life, and encourage students to gain a better understanding of the workings of society by viewing it through a sociological lens.

OFFICE HOURS: By appointment only. I will be happy to meet with you before or after class. If you wish to arrange a meeting at another time, just email or phone me and we can set a meeting at a mutually convenient time and place. I prefer to use e-mail as a rule, and I do check e-mail daily, but please feel free to phone or text if your concern is urgent.

BOOKS

- **Required:** Introduction to Sociology: A Collaborative Approach, Second Edition, **ISBN 978-09791538-4-6**. Please note: only the Second Edition textbook will be accepted.
- **Recommended:** Writing @ Red Rocks 3rd Edition

This syllabus represents a contract between instructor and student. Remaining enrolled in this class beyond the final date to drop the class for a refund (**11/5/11**) will constitute acceptance of this contract by the student.

Course Description from RRCC Catalog:

“A continuation of introduction to Sociology 101. This course is devoted to examining “social institutions” and their representative organizations from a macro-micro perspective. It critically explores issues of social change, demography, social movements, and conflicts and trends within political, economic, educational, religious, and familial structures.”

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 towards 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, 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.

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.

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.

Reading Assignments

Please stay on top of the reading assignments. We will be discussing the reading material in most classes and I expect you to be prepared to participate actively in class discussions and group work. I will provide any required readings not contained in the textbook, either in printed form or electronic copy posted on Desire2Learn.

Attendance

Regular attendance at all class meetings is required. We meet for a very short time, it is very important to be at all class meetings. As a reflection of this, attendance is a component of your final course grade and represents 45 out of a possible 500 points available for the course. Friday sessions are worth 5 points, and Saturday sessions are worth 10 points. Credit for partial attendance will be given at the discretion of the instructor. Attendance policies apply regardless of the reason for your absence.

Class Participation

This class is very interactive, with lots of discussion of various readings and films, and this format requires a significant level of interaction from students. In recognition of this, class participation is factored into the grading structure of this class and represents 45 points out of a possible 500 for the course. Class participation points will be distributed in 15-point increments for each weekend.

Exam

There will be one exam given in this class, worth 110 points toward your total of 500 points for the course. This will be an essay exam given in take-home form. You are free to use any notes, books, or other materials you need as references to complete this exam; however this is intended to be an individual effort, so please refrain from consulting others for assistance. This exam must be typed; I will not accept handwritten work in this category. The exam will be posted on D2L as a Word document that you may download and complete, and generate a printed copy to turn in.

In-class Assignments

There will be a total of 4 in-class assignments, each worth 25 points, for a total of 100 points toward your total of 500 points for this course. Some assignments will be completed individually, while others will be completed in small groups.

Projects

There will be three projects assigned for this course:

- Social Change Project, worth 100 points
- Religion project, worth 50 points
- Letter to the Editor, worth 50 points

Together, these represent a total of 200 points toward your course total of 500. Details on each of these projects will be provided on the first night of class, to allow you as much time as possible to complete them. All projects must be typed; I will not accept handwritten work in this category.

Breakdown of Grade Components

Attendance	45 points
Class Participation	45 points
4 group/in class assignments	100 points
Exam	110 points
Social Change Project	100 points
Letter to the Editor	50 points
Religion project	50 points

Course Grading Scale

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

Respect

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. Please read student code of conduct at <http://www.rccc.edu/studentlife/pdfs/StudentHandbookF11.pdf>

Cell Phones and Texting

All cell phones or other mobile communication devices must be turned off or switched to 'silent' mode during class. There will be breaks during each class session during which students may check messages and return calls. Texting during class is expressly prohibited. Students who are unable to refrain from texting during class may be asked to surrender their phones for the duration of the class session, or to leave the class for the remainder of the session.

Use of Laptops/Tablets in Class

I do not have a problem with students using laptops or tablets during class, as I know they are a useful tool for note-taking and accessing electronic references. However, students must refrain from net-surfing that is unrelated to class topics, checking e-mail, or using social media sites during class time. You will have plenty of time for these activities during breaks. Students who are unable to refrain from these activities may be asked to put the device away or leave the class for the remainder of the session.

Special Needs

If you have learning or physical needs that require special accommodation, please let me know by the end of the first class meeting so we can accommodate those needs. Red Rocks will provide accommodations for qualified students with disabilities. To request accommodations, contact the Office of Disability Services at your earliest convenience. The office of Disability Services is located in the Learning and Resource Center (LARC), Room 1185.

Grade of Incomplete or Administrative Withdrawal

Incomplete: A “I” indicates that the course objective is 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. I will only give an Incomplete under extremely rare conditions in which circumstances completely outside the student’s control prevent him or her from completing required classwork within the time frame of the course. The student must have completed 75% of the class with a C or better prior to requesting the Incomplete grade, and must complete the rest of the work with the same instructor. Arrangements for 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 form. The instructor may allow 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).

Administrative Withdrawal (AW): AW is only awarded with permission of the Dean.

Cheating/Plagiarism

Plagiarism is grounds for failing an assignment or course and/or disciplinary action from Red Rocks, up to and including expulsion. **DO NOT PLAGIARIZE.** Plagiarism means copying passages directly from the text of study guide or any other source without quotation marks and citations, or claiming the work of another as your own. To avoid plagiarism, cite each source you quote directly, including a page number of the quoted passage. Sources used when summarizing or paraphrasing the work of others should also be cited, but page numbers are not necessary. Students must use APA format when citing sources. **Under no circumstance should Wikipedia be cited as a source of academic research.** ***Another form of plagiarism is repurposing assignments from other classes and presenting them as original work prepared for this class. Please be aware that this is considered **self-plagiarism**. Penalties for plagiarism can range from a zero grade on the assignment to a failing grade for the entire course. Please don’t risk it!

Late Work

I prefer **NOT** to accept late work, and will accept late work only under extreme circumstances. Each day the work is late I will deduct 10 percent of your grade for the assignment. Also, please note that I will only accept the assignment up to one week late, after which time a zero grade will be recorded for the assignment.

Anticipated Calendar

We will meet each Friday from 5PM-10PM and each Saturday from 8AM – 5:30 PM.

Students are advised to bring a snack or light dinner on Fridays, and we will have a working dinner together or watch a film while we eat. On Saturdays we will typically take a short break if you need to go get lunch, and then we'll eat lunch together while watching a film. On both days we will work in short breaks as needed throughout the class session. **NOTE: This schedule is subject to change at the discretion of the instructor. Students will be informed of any changes ASAP and provided with an updated syllabus via D2L.**

WEEKEND 1:

- 11/4/11 Introductions and Syllabus Review
 Discuss Religion project
 Discuss Social Change project
 Discuss Letter to the Editor assignment
 The Sociological Imagination
 Discuss Chapter 1 and the three sociological perspectives
 Film: *Waiting for Superman*
- 11/5/11 Discuss Chapter 10, Families
 Group work: The Marriage Contract
 Discuss Chapter 11, Education and Religion
 Film: *Freedom Writers*
 Group work: *Freedom Writers* and *Waiting for Superman* questions

WEEKEND 2:

- 11/11/11 Discuss Chapter 13, Health & Population
 (This is not a misprint, we will cover chapter 13 before chapter 12)
 Film: *Sicko*
- 11/12/11 Religion project due
 Discuss Chapter 12, States, Markets and Politics
 Discuss additional reading: The Communist Manifesto
 Group work: Capitalism & Socialism
 Film: *The Corporation*
 Discuss the #Occupy movement
 Discuss the McDonaldization of Society
 Discuss additional reading: Language of Mass Deception
 Discuss additional reading: The War on Truth

WEEKEND 3:

- 11/18/11 Letter to the Editor due to Dropbox by 11:59 pm
 Discuss Chapter 14, Urban & Environmental Sociology
 Film: *King Corn*
 In-class assignment: How Large is Your Ecological Footprint?
- 11/19/11 Exam due to Dropbox by 11:59 pm
 Discuss Chapter 15, Collective Behavior, Social Movements and Social Change
 Film: *Who Killed the Electric Car?*
 Social Change project presentations