

Statewide Dual Credit Learning Objectives Introduction to Sociology (SOCI 1010)

Topics Covered

1. Origins of Sociology
2. Theoretical Perspectives and Scientific Research
3. Culture
4. Groups
5. Socialization
6. Deviance and Social Control
7. Economic Stratification
8. Race and Ethnicity
9. Sex and Gender
10. Marriage and Family
11. Education
12. Religion
13. Politics and the Economy
14. Globalization and Social Change
15. Demography

Overview for Introduction to Sociology

By the end of the course, students will be able to:

- Recognize, describe, and explain social institutions, structures, and processes and the complexities of a diverse society and global culture.
- Think critically about how individuals are influenced by political, social and economic structures and forces.
- Understand and explain how geographic locations and cultural aspects differ within and between societies.
- Understand how political, economic and family institutions differ from one society to the next and explain how one's own belief system may differ from others.
- Explore the relationship between the individual and society as it affects the personal behavior, social development and quality of life of the individual, the family and the community.

- Examine the impact of social scientific research on major contemporary issues and on individuals and society.
- Take ethical stands based on appropriate research in the social sciences.
- Analyze and communicate the values and processes that are used to formulate theories regarding the social context of individual human behavior in the social sciences.

Learning Objectives

1. Origins of Sociology

- Explain what sociology is and explain why it is a science.
- Explain the origins of sociology and significant contributions of the founders of Sociology and theoretical perspectives they are associated with
- Explain how sociology can enhance the critical thinking skills of analysis, evaluation, inference and deduction and how it can be used in metacognition.

Key Theorists

- | | |
|-------------------|---------------------|
| • August Comte | • Jane Addams |
| • Emile Durkheim | • C. Wright Mills |
| • Herbert Spencer | • Talcot Parsons |
| • Karl Marx | • Ida Wells-Barnett |
| • Max Weber | • Harriet Martineau |
| • W.E.B. DuBois | |

Key Perspectives and Concepts

- | | |
|---|---|
| • Sociology | • Structural Functionalist: Social facts, manifest consequence/function, latent consequence/function and dysfunctions |
| • Critical thinking: Analysis, evaluation, inference, deduction and metacognition. | • Social Conflict: Inequality, prejudice, discrimination, gender inequality, racial inequality, and social class inequality |
| • Stages of Society: Theological, metaphysical, and positivity | • Sociological Imagination: Understanding how macro influences micro |
| • Levels of analysis: Micro level and macro level | |
| • Symbolic interaction: Social construction of reality (meanings, values, interpretation) | |

2. Theoretical Perspectives and Scientific Research

- a. Identify the major sociological perspectives/theories.
- b. Compare and contrast symbolic interactionism, functionalism, conflict theory, and feminism.
- c. Distinguish between quantitative and qualitative methods of research and know the parts of research.

Key theoretical perspectives and concepts

- Symbolic interaction: Social construction of reality (meanings, values, interpretation).
- Structural Functionalist: Complex system containing, social facts (norms/values/ideologies), manifest consequence/function, latent consequence/function and dysfunctions, which focuses on system stability
- Social Conflict: Complex system that contains inequality, prejudice, discrimination, gender inequality (feminism), racial inequality, social class inequality and social reform/change
- Intersectionality (P. Hill Collins): Theory that explains how social forces (norms, values, ideologies, prejudice, and discrimination), political forces (laws/policies, political districts: school/voting), economic forces (wages/income, cost of living, employment opportunities) give all individuals advantages and disadvantages via their statuses (class, race, gender...)

Research

- Theory
- Perspective (approach, paradigm)
- Hypothesis
- Steps of research
- Verstehen
- Quantitative research: closed ended questions, statistical correlations between variables
- Qualitative research: open ended questions, in-depth examination and creation of themes
- Variables: Independent, dependent, controlled
- Reliability
- Validity
- Generalizability

- Methods of data collections: Survey, questionnaire, observation (participant and non-participant), interview and ethnography (fieldwork)
- Population of interest
- Samples: Random, stratified random, purposeful, convenient, volunteer, snowball

3. Culture

- a. Define the term culture and explain and discuss the various elements of culture.
- b. Define and explain the prominent characteristics of American culture define; discuss globalization and describe the various cultural universals.
- c. Describe and explain the various sociological perspectives on culture.
- d. Discuss the various cultural variations and explain what ethnocentrism and cultural relativism are.
- e. Discuss the controversies surrounding bilingualism and immigration policies in the United States.

Key Concepts

- Structural Functional: shared norms, values ideologies (social facts) give society social order and stability
- Social Conflict: Norms, values, and ideologies can create inequality due to the different norms, values and ideologies, which can lead to social change
- Symbolic interaction: Shared symbols and interpretations of norms, values and ideologies serve to bond individuals together into groups (society, subcultures and even countercultures)
- Ethnocentrism and cultural Relativity
- Sapir Worf hypothesis/linguistic relativity
- Social facts: those non-tangible things that give shape/order to social structure (i.e. norms, values, beliefs)
- Social structure
- Statuses (ascribed and achieved)
- Material aspects of culture
- Non material aspects of culture: Norms (folkways, mores, laws), values, ideologies
- Multiculturalism
- Subcultures and counter cultures

- Globalization
- Modes of cultural change: innovation, diffusion, discovery
- Role of technology in cultural change
- Cultural lag

4. Groups

- a. Analyze the different aspects of social interaction in groups and organizations.
- b. Explain the differences between the types of groups and the different types and roles of group leadership.
- c. Describe the motivations for individuals participating in various types of groups; how groups influence individuals, and how individuals influence groups and Irving Janis's term "groupthink," and discuss why it is dangerous and what can be done to prevent it.
- d. Define and explain the aspects of bureaucracy and explain how group size influences social interaction within and between groups/organizations.
- e. Explain the significance and implications of the Solomon Asch experiment on peer pressure and Stanley Milgram experiment on obedience to authority.

Key theorists and concepts

- Groups, aggregates, category
- Bureaucracy
- Dyads, triads
- Status: Achieved, ascribed, and master
- Roles
- Role strain
- Role conflict
- Erving Goffman's Dramaturgy and impression management
- Primary, secondary, reference groups, in group and out group
- Types of social interaction: Cooperation, conflict, conformity (Asch), coercion, obedience (Milgram), group think (Janis)
- Leadership styles: authoritarian, democratic, and laissez-faire
- Leadership roles: Instrumental or "task oriented" and Expressive or "socioemotional"
- Bureaucracy
- George Ritzer's McDonalozation of Society: Efficiency, predictability, uniformity, control.

5. Socialization

- a. Define and explain both aspects of human behavior: nature and nurture by using the cases of feral, isolated, and institutionalized children provide evidence that social contact and interaction is essential for healthy human development and explains why babies do not "naturally" develop into human adults.
- b. Explain and describe the contributions of predominant theorists: Sigmund Freud; Jean Piaget; George Herbert Mead and Charles Horton Cooley, Lawrence Kohlberg and Carol Gilligan and Harry and Margret Harlow, Harold Garfinkel.
- c. Define socialization and explain the socialization process using the 4 major agents of socialization (family, peers, education and media).
- d. Explain how gender, race, and class influence the socialization process.
- e. Explain how socialization is a lifelong process and be able to discuss the different stages of life and the responsibilities of each stage: childhood, adolescence, transitional adulthood, middle years, and later years.

Key theorists and concepts

- Freud's parts of the personality: Id, the ego, and the superego.
- Jean Piaget on the stages of cognitive development: Sensorimotor, preoperational, concrete operational, and formal operational stages.
- Kohlberg & Gilligan on moral development: pre-conventional, conventional, and post-conventional stages and how gender influences the development of the stages.
- Mead's Social Self and Charles Cooley: "I", "me" and the "looking glass self", "significant others", "generalized other" and imitation, play and games stages
- Harry and Margret Harlow research on social isolation and rhesus monkeys
- Harold Garfinkel: degradation ceremony
- Primary, secondary, anticipatory, and re-socialization (total institutions)
- Agents of socialization (family, peers, education, media)
- Aspects of self: self-esteem, self-concept and efficacy

6. Deviance and Social Control

- a. Explain the different perspectives of deviance and social control.
- b. Explain and describe the contributions of predominant theorists: Emile Durkheim, Howard Becker, Travis Hirschi, Robert Merton, Edwin Sutherland
- c. Explain the role *power* plays in defining and punishing deviance.
- d. Explain using the different perspectives of the criminal justice system.

- e. Explain what is meant by “the medicalization of deviance” and why some sociologists view mental illness as more of a social, rather than biological, condition.

Key theorists and concepts

- Deviance
- Crime: Types: Street, White Collar, Corporate, Organized
- Social Control: informal and formal agents of social control
- Howard S. Becker’s labeling theory
- Edward Lemert’s primary and secondary deviance
- Erving Goffman’s concept of stigma
- Emile Durkheim and the social functions of deviance
- Richard Cloward and Lloyd Ohlin’s opportunity structures and subcultures
- Travis Hirschi’s Social control theory: Attachment, belief, commitment, involvement
- Robert Merton’s Strain theory: cultural goals and means, conformity, innovation, ritualism, retreatism, rebellion
- Edwin Sutherland’s Differential Association
- Medicalization of deviance
- Power and capitalism
- Social Conflict perspective: class, race and gender inequalities play a role how deviance is seen and dealt with
- FBI crime reports
- Criminal justice system: Due process, police, courts, probation, parole, and incarceration
- Types of sanctions: retribution, deterrence, rehabilitation
- Recidivism rate

7. Economic Stratification

- a. Describe and explain the major systems of social stratification and the different types of social mobility.
- b. Explain the three perspectives (functionalism, social conflict, and symbolic interactionists) on stratification and use them to analyze inequality.
- c. Explain and describe the contributions of predominant theorists: Max Weber, Karl Marx, Kingsley Davis, and Wilbert Moore and Oscar Lewis.

- d. Identify and explain how resources (such as income, education, wealth) are unequally distributed in the U.S and be able to explain how stratification was created and is maintained structurally.
- e. Explain how the federal government defines poverty.
- f. Identify the major characteristics of the poor in the United States and explain how ascribed statuses (race/ethnicity, gender, age) influence one's position in the economic realm.

Key theorists and concepts:

- Karl Marx: Class conflict: bourgeoisie (capitalists), proletarians (laborers), false consciousness/class consciousness
- Max Weber: Class, status and power
- Kingsley Davis and Wilbert Moore: Benefits of stratification and the role of meritocracy
- Melvin Tumin's critic of Davis and Moore Thesis
- W. E. B. Du Bois
- Oscar Lewis's Culture of poverty thesis
- Classism
- Inequality
- Stratification
- Meritocracy
- Social Class system: Ascribed status and achieved status
- Socio-economic status: role of parental class, education, occupation and income
- Prejudice: classism
- Caste system: Ascribed status
- Open system of stratification
- Closed system of stratification
- Social mobility: Vertical, horizontal, intergenerational, intergenerational, structural
- Occupational prestige
- Ideologies: Social Darwinism, American Dream, Individualism, Alger Hortio Myth (give guidelines but also serve as basis of prejudice)
- Wealth
- Conspicuous consumption
- Poverty

8. Race and Ethnicity

- a. Explain the differences between race and ethnicity.
- b. Explain race as a social construction and explain the limitations of describing race as a biological phenomenon.
- c. Explain and describe predominate theories of prejudice.
- d. Describe the characteristics of minority groups and dominant groups and the patterns of interaction.
- e. Describe and explain the differences between prejudice and discrimination on the individual (micro level) and institutional discrimination (macro level).
- f. Describe the various population patterns of racial and ethnic groups in the U.S. and their relative economic positions, highlighting educational attainment, employment, occupations, wages, income, wealth, and housing.

Key theoretical perspectives and concepts:

- Race
- Ethnicity
- Prejudice: racism
- Robert Merton's typology of prejudice and racism: timid bigot, active bigot, fair-weather liberal, all-weather liberal
- Discrimination: micro and institutional discrimination
- Minority group
- Dominant (majority) group
- Stereotype
- Social Distance
- Interactions: Pluralism, Assimilation (as processes of acculturation and primary and secondary integration), segregation, genocide
- Vicious cycle of prejudice and discrimination
- Scapegoat theory
- Authoritarian Personality Theory
- Culture theory: cultural of prejudice
- Conflict Theory

9. Sex and Gender

- a. Explain the difference between sex and gender and describe how the two terms are used and misused.
- b. Explain what sexual orientation is and the different types of sexuality.

- c. Explain the impact of gender roles and stereotypes on men and women in the U.S. and how it plays out in terms of gender inequality in the family, education, and employment, wages and wealth.
- d. Discuss the various sociological perspectives used to explain gender stratification.
- e. Define sexism and discuss the effects of gender discrimination.

Key concepts

- Sex: biological/physical being
- Gender: social label denoting masculine or feminine
- Gender roles
- Gendered scripts
- Social forces (norms, values, beliefs): Sexism
- Political forces (laws/codified rules/regulations)
- Economic forces (income, etc.)
- Gender stratification and inequality
- Types of Feminism: Liberal, Radical, Socialist
- Feminization of poverty
- Glass ceiling
- Glass escalator
- Sexual harassment
- Double standard
- Gender boundaries
- Sexual orientation and sexuality: heterosexual, homosexual, asexual, bisexual
- Compulsory heterosexism
- Homophobia
- Heterosexism
- Pornography
- Prostitution

10. Marriage and Family

- a. Explain the different ways that family systems are organized and classified across different cultures.
- b. Explain marriage and family from the point of view of the major theoretical perspectives: structural functionalist, social conflict, and symbolic interaction.

- c. Identify and explain the general patterns and trends in the postponement of marriage and marriage and family life in the United States focusing on the characteristics and concerns of two-parent families, one-parent families, cohabitating adult, childless couples, blended families, and gay and lesbian families.
- d. Explain the causes and consequences of divorce focusing on the different outcomes for men, women, and children, and the factors that most help children adjust to divorce in the United States.
- e. Identify the characteristics that produce happy marriages and happy families.
- f. Describe and explain the causes of the “dark side” of family life as it relates to battering, child abuse, marital rape, and incest.

Theoretical perspectives and concepts:

- Symbolic interaction: Family as a social construction
- Structural functional: 6 basic functions that the social institution of family fulfills for society
- Social conflict: Class, race and gender inequality perpetuated by the social institution of family
- Types of family: Nuclear Family, blended family, extended family, family of orientation, and family of procreation
- Cohabitation
- Household
- Kinship: soci-emotional bond
- Marriage: Endogamy/homogamy and exogamy/heterogamy; monogamy/serial monogamy, polygamy (polyandry and polygyny), arranged marriages, and marriages based on romantic love
- Descent patterns: Bilinear, patrilineal, matrilineal
- Authority patterns: Egalitarian, patriarchy, matriarchy
- Sandwich generation
- Second shift
- Divorce
- Incest/ incest taboo
- Domestic violence: Spousal homicide, spousal rape, child, sibling, and elder physical/sexual abuse
- Machismo

11. Education

- a. Explain and summarize the development of modern education incorporating the ideas of democracy, movement from pre-industrial to industrial society, and universal education.
- b. Explain education from the point of view of the major theoretical perspectives: structural functionalist, social conflict, and symbolic using the key concepts from each perspective.
- c. Identify and explain the major problems that exist within the U.S. educational system and evaluate some of the potential solutions.

Key concepts

- Education
- Schooling
- Symbolic interaction perspective: self-fulfilling prophecy and teacher expectancy effect (Rosenthal and Jacobson)
- Structural functional perspective: four manifest functions and four latent functions
- Social Conflict perspective: social control, tracking, standardized testing and inequality in funding
- Types of schools: Public schools (magnet and charter), private schools, and homeschooling
- Meritocracy: credential society
- Functional illiteracy
- Gatekeeping
- Grade inflation
- Hidden curriculum
- Social promotion
- Correspondence principle
- Mainstreaming
- Mandatory education law

12. Religion

- a. Define religion and explain its essential elements.
- b. Explain religion from the point of view of the major theoretical perspectives: structural functionalist, social conflict, and symbolic using the key concepts from each perspective.

- c. Be able to summarize Max Weber's analysis of religion and the spirit of capitalist and discuss Weber's explanation of the significance of religion on capitalism.
- d. Identify and describe the major characteristics of the world's major religions.
- e. Explain how religious membership varies by region, social class, age, and race-ethnicity in the U.S.

Key perspectives and concepts

- Symbolic interaction: shared meanings and values of religious symbols and rituals
- Structural functional: four manifest functions for society
- Social Conflict: Gender inequality (Feminism) and Liberation theology
- Religion
- Types of religious organizations: cult, sect, church, denomination, ecclesia (state religion)
- Animism
- Anti-Semitism
- Born again
- Evangelism
- Fundamentalism
- Monotheism and polytheism
- Profane
- Reincarnation
- Spirit of capitalism and Protestant ethic
- Secular/secularization of religion

13. Politics and the Economy

- a. Explain the difference between power and authority focusing on the different types of each and how they relate to the different political systems.
- b. Describe the basic components of capitalism and the different types of capitalism and the basic components of socialism.
- c. Explain the basic ideologies of capitalism and socialism, the criticisms of capitalism and socialism, and the convergence of capitalism and socialism.
- d. Describe the different sectors of the economy and explain what has occurred to each sector (expansion or contraction) in the United States.
- e. Explain recent changes in the U.S. economy relating to the buying power of paychecks, new technologies, outsourcing, and downsizing of corporations and conglomerates.

Key concepts

- Politics
- Power: Authority, Terrorism (use of force, threat of force)
- Types of authority: Traditional, legal-rational and charismatic authority
- Political systems: Monarchy, democracy, dictatorship (totalitarianism and authoritarianism), oligarchy
- Types of democracies: Direct, Representative, Democratic Republic
- C. Wright Mill's Power Elite model: Interlocking directories between government, businesses and military
- Pluralist Model: Power balanced via by competing interest groups
- Political-Economy Model: how the economic system influences the political system
- Political spectrum: degrees of conservative to progressive
- Voter apathy
- Voter disenfranchisement
- Socialism
- Communism
- Economy
- Types of capitalism: State, Welfare, laissez faire
- Sectors of the economy: Primary, secondary, tertiary, underground
- Types of work: Blue collar (skilled labor), service, professions (white collar/pink collar), self employed
- Corporations
- Conglomerates
- Corporate capitalism
- Corporate socialism
- Monopoly
- Oligopoly
- Labor unions
- Global economy: Outsourcing, downsizing, and offshoring

14. Globalization and Social Change

- a. Explain process of social change by comparing and contrast pre-modern/pre-industrial societies to modern/industrial societies using basic concepts.
- b. Explain social change using theoretical perspectives of globalization to explain the relationships between countries.

- c. Explain how industrialization and globalization influences social change in pre-modern societies.
- d. Explain the positive and negative consequences of globalization for citizens of the industrialized countries (i.e. U.S.) and the citizens for citizens of the developing countries.

Key concepts:

- Globalization
- Global stratification: High-income (industrialized/core) , middle- income(semi peripheral) and Low income countries (peripheral)
- Modernization theory: Roles of Rich countries: Control population, increase food production, introduce technology and provide investment capital, and provide foreign aid
- Walt Rostow's Stages of modernization: Traditional stage, take-off stage, drive to technological maturity stage and high mass-consumption stage
- Immanuel Wallerstein's Dependency theory: poor countries have narrow export economies, lack industrial capacity, high foreign debt
- Social change
- Urbanization: Metropolis, suburbs, megalopolis
- Anomie
- Durkheim's Mechanical solidarity
- Durkheim's Organic solidarity
- Tonnies' Gemeinschaft
- Tonnies' Gesellschaft
- Urban ecology
- Global warming
- Environmental racism
- Ecological sustainable culture
- Environmental deficient
- Absolute poverty
- Relative poverty
- Colonialism
- Neocolonialism
- Multinational corporation

15. Demography

- a. Explain population changes, including population aging, migration, and urbanization.
- b. Interpret and explain the causes of infant mortality and link it overall standards of living and health care in various societies.
- c. Explain Malthusian theory and the Demographic Transition on population growth.

Key theories and concepts:

- Malthusian Theory
- Demographic Transition theory
- Limits of Growth
- Logic of Growth
- Fertility rates
- Fecundity
- Crude birth rates
- Mortality rates
- Infant mortality rates
- Crude death rates
- Migration/immigration
- Population pyramids
- Natural population growth
- Zero-population growth
- Sex ratios