



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number SOC 101	Course Title Introduction to Sociology	Credits 3
Hours: Lecture 3	Co- or Pre-requisite ENG 101	Implementation Semester & Year: Fall 2022

Catalog description: Students will analyze society and culture from a sociological perspective. Students will investigate the origin and influence of political and economic systems, social institutions like family and media, and aspects of culture like norms, values, social roles, and identities. Students will learn to analyze and evaluate historical and modern cases of social inequality.

General Education Category:
[Goal 5: Social Science](#)

Course coordinator:
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Required texts & Other materials:

Conley, Dalton. *You May Ask Yourself*. Core 7th Edition (or other current “core” edition). W.W. Norton Inc.
OR

Tonja R. Conerly, Kathleen Holmes, Asha Lal Tamang. *Introduction to Sociology*. 3e (or other current edition). OpenStax.

OPTIONAL MATERIALS

PBS. “Race: The Power of an Illusion” (film series)

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. Describe the history, theories, and scientific methodology underlying the academic discipline of Sociology. (Supports ILG 5)
2. Identify, describe, and evaluate the construction and influence of social institutions in society. (Supports ILG 5, 8)
3. Define, identify, and critique norms and values in society, particularly contemporary U.S. society. (Supports ILG 5, 8, 9, 11)
4. Analyze a topic related to social inequality by applying sociological concepts and perspectives effectively. (Supports ILG 1, 5, 10, 11)
5. Apply sociological perspectives to real-world situations in order to explain the relationship between the individual and society (ILG: 5, 9, 11)

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Units of study in detail – Unit Student Learning Outcomes:

Unit I **Sociological Perspectives [Supports Course SLO 1, 4]**

Learning Objectives

The student will be able to:

- Explain the sociological perspective including the sociological imagination.
- Discuss the history of the discipline of sociology.
- Describe the contributions of important figures in sociology like Marx, Durkheim, Weber, and others.
- Apply the three foundational social theories: functionalism, conflict theory, and symbolic interactionism.
- Explain the use of scientific methods in sociological research.

Unit II **Culture and Socialization [Supports Course SLOs 1, 3]**

Learning Objectives

The student will be able to:

- Define culture, ethnocentrism, and cultural relativism.
- Identify important cultural norms, values, and the products of culture.
- Explain how social interaction and agents of socialization influence development.
- Describe key concepts on socialization including the looking glass self, the concept of the I/me/generalized other, and dramaturgical theory.
- Define social roles, role conflict, role strain, social statuses, ascribed statuses, and achieved statuses.
- Explain the concept of social construction.

Unit III **Social Structure and Institutions [Supports Course SLOs 1, 2, 5]**

Learning Objectives

The student will be able to:

- Define the concept of a social institution.
- Describe the relationship between media and culture.
- Explain how society has changed over the course of human history and the technological revolutions.
- Analyze the relationship between social institutions and social inequality.
- Describe important changes in family as a social institution over time.

Unit IV **Stratification and Inequality** [Supports Course SLOs 1, 2, 3, 4, 5]

Learning Objectives

The student will be able to:

- Explain the concept of social stratification.
- Explain how race, class, gender, and other types of social groups are socially constructed.
- Identify the social inequality among groups like classes, races, genders, etc.
- Explain Marx's theories on labor value and exploitation.
- Describe the history of modern racial groups and current issues those groups face.
- Analyze the relationship between sex and gender, sexual orientation, and how these can be viewed as social constructs and institutions.

Unit V **Social Groups and Behavior** [Supports Course SLOs 1, 2, 3, 5]

Learning Objectives

The student will be able to:

- Describe the relationship between social groups, social networks, and individuals.
- Explain group influences on both group and individual behaviors.
- Describe the factors that encourage group conformity and social control.
- Define social deviance.
- Explain the relationship between social deviance and crime.
- Analyze the relationship between social responses to crime, the criminal justice system, and social issues like recidivism and incarceration rates.

Evaluation of student learning:

Evaluation of student learning should utilize the following guidelines:

- Attendance: Attendance should account for 10-20% of a student's grade. Class activities and preparation assignments may count toward this.
- Quizzes and Exams: A minimum of two and maximum of three exams during the semester should each individually count for no more than 25% of a student's grade. Additional quizzes may count for 10-20% of a student's grade. Individual instructors may choose to use any appropriate quiz or exam questions including multiple choice, short answer, or essay style questions.
- Written Assignments: Students must complete at least one formal paper including citations for valid scholarly research sources in the social sciences. Paper requirements should not exceed approximately 10 standard pages in length. At least one additional written assignment must be given, but can be of varying length and involve research or discussion at the instructor's discretion. Research papers should be no less than 15% and no more than 25% of a student's grade. Additional written assignments should amount to 10-25% of a student's grade depending on length and complexity.