



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

**PRINCIPLES OF SOCIOLOGY
SOC6811 3 Credit Hours**

Student Level:

This course is open to students on the college level in either Freshman or Sophomore year.

Prerequisites:

None

Controlling Purpose:

Sociology attempts to develop a sociological perspective in students to help them make more sense of their daily lives and be more useful and productive citizens. In addition one study is concerned with social problems and issues with the focus on keys to alleviate social pressures.

Learner Outcomes:

The student should become familiar with the way behavior of the individual is influenced by membership in social groups. Sociology uses the scientific method to study society and social behavior. The discipline consists of three perspectives; the conflict perspective, the interaction perspective, and the functionalist perspective. By utilizing different methods of viewing society the student will increase his/her knowledge of the reasons people act the way they do.

Units Outcomes and Clock Hours of Instruction for Core Curriculum:

The following outline defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

Evaluation Key:

- | | | |
|---|---|--|
| A | = | All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field. |
| B | = | All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved. |
| C | = | All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background. |
| D | = | A few of the major goals have been achieved, but the student's achievement is so limited |

- that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

UNIT 1: PERSONAL MANAGEMENT SKILLS						
Outcomes: Upon Completion of this unit, students will be able to successfully...						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Understand the sociological perspective.
						2. Be familiar with the origins and history of sociology.
						3. Be able to identify the distinctive characteristics of functionalism, conflict theory, and symbolic interactionism.
						4. Distinguish how the scientific method is applied to the study of human society.
						5. In general, be familiar with the four major methods by which sociologists conduct research and with the primary strengths and weaknesses of each method.

UNIT 2: SOCIOLOGY: THEORY, AND METHOD						
Outcomes: Upon Completion of this unit, students will be able to successfully...						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Understand the sociological perspective.
						2. Be familiar with the origins and history of sociology.
						3. Be able to identify the distinctive characteristics of functionalism, conflict theory, and symbolic interactionism.
						4. Distinguish how the scientific method is applied to the study of human society.
						5. In general, be familiar with the four major methods by which sociologists conduct research and with the primary strengths and weaknesses of each method.

UNIT 3: CULTURE

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Know how sociologists use the term culture.
						2. Recognize the major components of culture: symbols, language, values and beliefs, norm, and material culture.
						3. Be able to compare and contrast different types of cultures, including the effect of technology.
						4. Be aware of the diversity that exists in human cultures.
						5. Be able to apply each of the sociological theories to the study of culture.

UNIT 4: SOCIALIZATION: FROM INFANCY TO OLD AGE

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Define the concept of socialization.
						2. Understand different theories as applied to the socialization process and the development of personality.
						3. Recognize the major agents of socialization and know their impact on the individual.
						4. Be generally familiar with how socialization varies at different stages along the life course.
						5. Identify the two-stage process of resocialization that occurs in total institutions.

UNIT 5: SOCIAL INTERACTION IN EVERYDAY LIFE

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Be able to explain the concept of social interaction.
						2. Understand the concepts of status and role and how the interactions between them have an effect on personal life.
						3. Recognize how reality is a social construction and the processes engaged

							in by humans in its construction.
							4. Define dramaturgical analysis and discuss its key components.
							5. Be able to apply the principle of social interaction to the concepts of language and humor.

UNIT 6: GROUPS AND ORGANIZATIONS							
Outcomes: Upon Completion of this unit, students will be able to successfully...							
A	B	C	D	F	N	Specific Competencies	
						Demonstrate the ability to:	
						1.	Understand the distinctions between groups, aggregates, and categories.
						2.	Recognize the different styles of leadership discussed in the chapter: instrumental/expressive and democratic/authoritarian/laissez-faire
						3.	Be familiar with the characteristics of formal organizations.
						4.	Compare and contrast the functions of groups and organizations from a global perspective.

UNIT 7: SEXUALITY AND SOCIETY							
Outcomes: Upon Completion of this unit, students will be able to successfully...							
A	B	C	D	F	N	Specific Competencies	
						Demonstrate the ability to:	
						1.	Understand the distinctions between groups, aggregates, and categories.
						2.	Be familiar with sexual attitudes in the United States.
						3.	Know the basis of sexual orientation, the extent of homosexuality, and the effect of the gay rights movement.
						4.	Recognize the major sexual controversies.
						5.	Be able to apply three sociological paradigms to the study of sexuality

UNIT 8: DEVIANCE							
Outcomes: Upon Completion of this unit, students will be able to successfully...							
A	B	C	D	F	N	Specific Competencies	
						Demonstrate the ability to:	
						1.	Define the sociological concept of deviance.
						2.	Be able to discuss varying theories concerning deviance, including the

							biological, personality, and social foundations.
							3. Apply the major sociological theories to the study of deviance.
							4. Understand the effect of social diversity on deviance.
							5. Be aware of the major types of crimes.
							6. Identify the three key elements of the criminal justice system.

UNIT 9: SOCIAL STRATIFICATION

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Be able to discuss the concept of social stratification and its four underlying fundamental principles.
						2. Compare and contrast class and caste systems.
						3. Apply the major sociological theories to stratification.
						4. Understand stratification from a global perspective.
						5. Be familiar with the class system in the U.S., including existing inequalities, the six social classes, and the impact that class has on the individual's life and chances for mobility.
						6. Know the extend of and effects of poverty in the United States.

UNIT 10: GLOBAL STRATIFICATION

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Recognize why it is important to develop a global rather than merely a societal perspective.
						2. Be familiar with the income distinctions between countries and understand the seriousness of global poverty.
						3. Apply modernization and dependency theories to global inequality.

UNIT 11: GENDER STRATIFICATION

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Understand the fundamental distinction between sex and gender.
						2. Discuss the socialization process as it applies to gender and gender roles.
						3. Be aware of the influence of gender on social stratification.
						4. Apply the structural functional and conflict theories to the study of gender.
						5. Define feminism and be able to identify the basic ideas of, the variations in, and the opposition of feminism.

UNIT 12: RACE AND ETHNICITY

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Understand how sociologists define the terms race, ethnicity, and minority.
						2. Be able to discuss prejudice and discrimination and know how they relate to one another.
						3. Define the concepts of stereotypes and racism.
						4. Be familiar with the four patterns of minority-majority interaction outlined in the text.
						5. Compare and contrast the experiences of the social histories of the major U.S. minority groups.
						6. Be aware of the arguments for and against affirmative action.

UNIT 13: ECONOMICS AND POLITICS

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:

						1. Give a historical overview of the economy.
						2. Compare and contrast the major economic systems.
						3. Understand employment in a postindustrial economic system.
						4. Be able to explain the idea of corporations.
						5. Compare and contrast the major types of political systems.
						6. Be generally familiar with the U.S. political spectrum.
						7. Apply the structural functionalist and conflict theories to the study of politics.
						8. Be familiar with the five factors which commonly promote war.

UNIT 14: FAMILY AND RELIGION

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Define family from the sociological perspective and know the global variations that exist.
						2. Apply the three major theoretical perspectives to the family.
						3. Identify the stages of family life.
						4. Understand the effects that race, class, and gender have on families in the United States.
						5. Be able to discuss the transitions and problems common to family life, including divorce, remarriage, and violence.
						6. Recognize alternative family forms.
						7. Define religion from the sociological perspective and be aware of the basic concepts involved.
						8. Recognize how each of the three sociological paradigms directs us toward different social aspects of religion.
						9. Be aware of how religion changes as a society undergoes industrialization.
						10. Compare and contrast churches, cults, and sects.
						11. Give a historical account of both religion in general and religion in the U.S.

UNIT 15: EDUCATION AND MEDICINE

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Define education and understand it from a global perspective.
						2. List the major functions of schooling.
						3. Recognize in general the various ways in which schooling tends to benefit children of the powerful more than children of the poor.
						4. Understand the major social problems which affect schools today.
						5. Be able to identify recent issues in U.S. education, including school choice, disabilities, and adult education.
						6. Understand the concepts of medicine and health from a global perspective.
						7. Know the major health related issues in the United States.
						8. Be able to discuss the medical establishment, including its history and present situation.
						9. Apply the major theoretical perspectives to the study of medicine.

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						6. Understand the concepts of medicine and health from a global perspective.
						7. Know the major health related issues in the United States.
						8. Be able to discuss the medical establishment, including its history and present situation.
						9. Apply the major theoretical perspectives to the study of medicine.

UNIT 16: POPULATION URBANIZATION, AND ENVIRONMENT

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Be familiar with the scope of the discipline of demography, including the basic elements of demographic analysis.
						2. Understand the history of and the major theories which have been applied to population growth.
						3. Compare and contrast population growth in the north and the south.
						4. Know how sociologists define the term urbanization and how urbanism affects lifestyle.
						5. Understand why the condition of the natural environment is a social issue.
						6. Be familiar with the concepts of ecology, the natural environment, the ecosystem, and the environmental deficit.
						7. Know the major threats to our environment and their potential impact.
						8. Provide a sociological theoretical analysis involving society and the environment.

UNIT 17: SOCIAL CHANGE: MODERN AND POSTMODERN SOCIETIES

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Know how sociologists use the term social change and be aware of the four general characteristics of social change.
						2. Be generally familiar with the five broad causes of social change.
						3. Define modernity and understand the various viewpoints relevant to the concept.
						4. Apply structural functionalism and conflict theory to modern life.
						5. Understand the effect that modernity has on individual behavior.

						6. Identify the major elements of the postmodern critique of modernity.
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UNIT 18: SERVICE LEARNING						
Outcomes: Upon Completion of this unit, students will be able to successfully...						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Participate in the community as a productive citizen through service learning.
						2. Develop a deeper understanding of the ways that society and group membership affect individual lives.
						3. Explain, through reflection, how service learning is related to concepts learned in the classroom; reflection logs, questions developed by the instructor or the service learning office, a written paper or class presentation.
						4. Students must complete no less than 5 hours of service in the semester.
						5. Hours must be approved through ACES. Instructors will work with ACES to track student hours.
						6. Service learning will count for no less than 15% of the final course grade.

Projects Required:

Textbook:

Contact Bookstore for current textbook.

Materials/Equipment Required:

Attendance Policy:

Students should adhere to the attendance policy discussed on the first day of class.

Grading Policy:

Grading may vary according to the instructor.

Criterion Based Evaluation:

See Unit Outcomes and Competencies.

Maximum class size: 40

Course Time Frame: 3 hours per week

Catalog Description:

SOC6811 PRINCIPLES OF SOCIOLOGY 3 Credit Hours

An introductory study to acquaint students with the influence of human social behavior. Sociology studies the processes and patterns of individuals and group interaction by acquainting students with the development, characteristics, and functioning of human groups, the relationships between groups, and group influences on individual behavior. It includes the study of how social relationships are created, maintained and changed.

Academic Code of Conduct:

Cowley College is committed to instilling in its students a high level of academic integrity. Integrity in the classroom is a definite expectation. Students who compromise the integrity of the academic process are subject to disciplinary action by the college.

A violation of academic integrity includes but is not limited to:

- Plagiarism
- Cheating
- Fabrication and Falsification
- Multiple Submission
- Misuse of Academic Materials
- Complicity in Academic Dishonesty

If a student is ever in doubt about the specific guidelines governing individual or group work with respect to a particular course or assignment, be sure to ask the instructor for clarification.

XF Grade

In accordance to the Academic Code of Conduct, an XF grade may be given to:

1. Students who are guilty of academic misconduct on tests or major assignments.
2. Students who knowingly facilitate classmates in academic misconduct on tests or major assignments (will be based upon the decision of the Appeals Committee).
3. Students who commit repeat violations of the Academic Code of Conduct on any class assignments.

The Academic Code of Conduct will be used to define academic misconduct.

If an instructor determines a student should receive an XF grade:

1. The instructor will meet with the student and follow the Academic Code of Conduct to ensure that the student has an initial opportunity to respond.
2. If the instructor still believes the student should receive an XF grade, the instructor will notify the Instructional Office and complete an XF form.
3. The student will then be notified of his/her right to appeal by the Appeals Committee, which will be scheduled as needed.
4. If the student chooses to appeal the X portion of the grade, the Appeals Committee will have the final authority.

Rev. 2/2/2007

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5. The student will have the opportunity to remain in the class until the appeal process has been completed. Formal withdrawal from the class will not prevent the student from receiving a grade of XF.
6. A student may not withdraw from a class after receiving a grade of XF.
7. The decision of the Appeals Committee will be the final decision. The student, teacher, and advisor will be notified within 4 business days

To have the first XF grade removed from his/her transcript, the student must perform 20 hours of community service and successfully complete a course on academic honesty by the end of the following semester. The community service will be arranged through A.C.E.S. and will be completed at the discretion of the A.C.E.S. sponsor. The course will be for 1 credit hour at the student's expense with no financial aid or scholarship assistance. The Instructional Office may keep internal records that show the student received an XF grade that was later converted to an F after completion of the required community service and short course on academic honesty.

If a student receives an XF grade for a second time, that grade will remain on his/her transcript with no opportunity for removal. An XF grade cannot be erased from the Academic Fresh Start program.

Academic Misconduct

First Level Resolution

The original jurisdiction of any case involving academic misconduct shall be with the faculty member whose course the alleged misconduct occurred. If a faculty member suspects a student of an academic misconduct, he/she must inform the student without unnecessary delay of the alleged misconduct and provide the student the opportunity to respond before taking any action. Students suspected of academic misconduct, whether acknowledging involvement or not, shall be allowed to continue the course without prejudice pending disciplinary actions. If the faculty member takes no action within 10 days after informing the student, the allegations shall be considered dismissed.

The faculty member may take one or more of the following actions: alter a grade or assign a grade of "F" in the assignment, examination, or the course and/or recommend an additional sanction up to and including suspension and/or dismissal from the course. The action taken by the faculty member should be reported to their Department Chair/Director and the Instructional Office. The student so affected shall have the right of appeal through the Vice President of Academic and Student Affairs.

Second Level Resolution

Multiple offenses to academic misconduct WILL result in administrative withdrawal from the institution. The student so affected shall have the right of appeal through the Vice President of Academic and Student Affairs.

(Institutional Policies: Student Affairs Council: Series 400.00: 402.00 Academic Code Of Conduct)

Disability Services Program:

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If you have a disability which may impact your work in this class and for which you require accommodations, please contact Mark A. Richardson, the Disability Services Coordinator, located in the Nelson Student Center Room 203 in order for arrangements of needed accommodations. Phone number: Main Campus

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– 620-441-5557 or North Campuses – 316-554-2724.

E-mail: richardson@cowley.edu

Grade Change/Appeal:

If a student is dissatisfied with a course grade issued by an instructor and believes the grade issued is incorrect, the student may use the following appeal procedures:

- The student shall, within one academic semester following issuance of the grade, confer with the instructor and outline the reason(s) the student feels the grade is incorrect.
- The instructor shall advise the student of the grade change-if applicable.
- If the student is not satisfied with the results of the conference, he/she may request a Student Grade Appeal Form in the office of the Vice President of Academic and Student Affairs or the Dean of North Campuses. A review conference shall be held within the semester that the appeal is filed. The Vice President of Academic and Student Affairs, or their designee, the instructor who issued the grade, the Chairperson of the department or the Instructional Director involved or their designee will comprise the committee. The Vice President of Academic and Student Affairs will issue a decision and notify the student in writing within ten (10) days following the review. This decision is final.

(Institutional Policies: Academic Affairs Council: Series 200.00: 263.00 Student Appeal of Course Grade)

Student Code of Conduct

Students attending Cowley College are expected to conduct themselves as responsible individuals at all times while on campus. Acts of incivility or other behavior which interferes with or detracts from the learning-centered environment are not acceptable. In addition, student actions which violate school policies or local, state, or federal laws are not tolerated and may result in dismissal from the college or other disciplinary action.

- **Intoxicating Beverages and/or Illegal Drugs:** No alcoholic or cereal malt beverages and/or illegal drugs shall be allowed on the campus or at school-sponsored functions.
- **Tobacco:** Smoking is not permitted in College facilities. This includes smokeless tobacco products.
- **Dress and Appearance:** Students are expected to be clean and dress within the limits of general trends of dress at this college. Additionally, dress must be in accordance with all laws pertaining to health, sanitation, and insurance.
- **Classroom Expectations:** Students are expected to behave in a civil and professional manner in the classroom. Instructors shall not permit the continued presence of disruptive behavior in class.
- **Visitors and Children:** Only students who are enrolled in classes are allowed to attend. Children and visitors must have prior approval from administration to attend class sessions. While on campus children and visitors must adhere to all school policies. All children under the age of 16 must be under direct supervision of a parent or guardian while on campus.
- **Destruction of Property and/or Theft:** Students are expected to respect the rights and property of other students, faculty, staff, etc.

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- Student Identification Cards: All enrolled students at Cowley College are required to obtain a student ID card. Students must carry their current ID card with them at all times on campus.
- Electronic Devices: Cellular phones, pagers and other electronic devices shall not be used in a manner that causes disruption in the classroom, library or within any college-owned or college-operated facilities. This includes abuse of cellular devices with photographic capability. Utilizing these devices for the purposes of photographing test questions or other forms of academic misconduct or illegal activity is prohibited, as is photographing individuals in secured areas such as lavatories or locker rooms. Taking photographs of any individuals against their will is strictly prohibited.

(Institutional Policies: Student Affairs Council: Series 400.00: 403.00 Student Code Of Conduct)