

Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551-7650
(925) 424-1000
(925) 443-0742 (Fax)

Course Outline for SOC 1
PRINCIPLES OF SOCIOLOGY
Effective: Fall 2016

I. CATALOG DESCRIPTION:

SOC 1 — PRINCIPLES OF SOCIOLOGY — 3.00 units

The sociological perspective: scientific study of human interaction and society as a whole with emphasis on impact of groups on social behavior; systematic examination of culture and social organization, and methodology.

3.00 Units Lecture

Grading Methods:

Letter Grade

Discipline:

	MIN
Lecture Hours:	54.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

1. Outline multiple social theories
2. Apply social theory to world events
3. Explain how identities such as gender and race are socially constructed.
4. Outline the impacts of modernization and globalization on social institutions
5. Develop an argumentative research-based term paper
6. Explain the workings of global economic and political systems
7. Outline the symbiotic relationship between culture and social structure

V. CONTENT:

- A. Culture and Social Structure
 1. Components of culture
 - a. Symbols, language, norms, values
 2. Impact of technology on culture and social structure
 - a. Hunting and gathering, pastoral, horticultural, agricultural, industrial and post-industrial societies
 3. Impact of modernization on social structure
 - a. Statuses and roles
 - b. Interaction in primary and secondary groups
 - c. Mechanical and organic solidarity
 - d. Gemeinschaft and geselleschaft
- B. Socialization
 1. Development of the self
 - a. Mead
 - b. Cooley
 2. Agents of socialization
 - a. Family, media, school, and peer groups
 3. Impact of modernization on socialization
 - a. The creation of adolescence
- C. Social Construction of Identities
 1. Race and Ethnicity
 - a. American classifications vis-à-vis other societies
 - b. Social and legal definitions of race
 - c. Discrimination and prejudice
 - d. Relationships with the predominant culture: segregation, accommodation, acculturation, assimilation, amalgamation
 - e. Case study—one group's experience—e.g., Native Americans
 2. Sex and Gender
 - a. Social construction of sex categories
 - b. Social construction of gender categories
 - c. Ethnomethodological approaches to gender – “doing gender”
 - d. Sexism in social institutions – e.g., wage gap

D. Social Institutions

1. Religion
 - a. Social functions of religion
 - b. Impact of modernization on religious organization
 - c. Modern trends: secularization and state religion
2. Family
 - a. Social functions of family
 - b. Impact of modernization on family organization: mate selection, marriage and reproduction

E. Stratification/Economic Systems

1. Stratification theory
 - a. Caste and class societies
 - b. Functionalist theories: Davis-Moore, meritocracies
 - c. Conflict theories: Marx, Gans
2. US Stratification
 - a. U.S. class breakdown
 - b. Relative v. absolute poverty
 - c. Recent class trends: downwards standard of living; younger people at economic risk; the disappearing working class; growth of inner cities; and class polarization
3. Global Stratification
 - a. Dependency theory
 - b. Worlds Systems theory: periphery, semi-periphery, core
 - c. Impact of globalization on global politics
 - d. Impact of globalization on workers in both the core and periphery
 - e. Impact of global migration: push and pulls, immigration to the U.S.

F. Additional acceptable topics:

1. Deviance and crime
2. Sexual identities
3. Medical systems
4. Education systems
5. Political systems
6. Social change
7. Demography
8. Urbanization
9. Environment
10. Methods

VI. METHODS OF INSTRUCTION:

- A. **Audio-visual Activity** - Film viewing
- B. **Lecture** -
- C. Video/web page visitation
- D. Simulation 1. Ethnomethodological experimentation
- E. **Discussion** -

VII. TYPICAL ASSIGNMENTS:

- A. Reading assignments
 1. Read Chapter 6: Race and Ethnicity
- B. Web visitation
 1. Go to www.worldbank.org Answer the following questions: what are social indicators? How are they measured?
- C. C. Six page research-oriented term paper using raw data
 1. Using the World Bank Social Indicators Data Base, discover which countries have the lowest and highest infant mortality rate – why is infant mortality a problem in some regions and not in others?
 2. Using the 1990 and 2000 U.S. Census, outline the changing racial demographics over the past decade. What has caused the changes? What do you predict the future racial trends to be?

VIII. EVALUATION:

A. **Methods**

1. Exams/Tests
2. Quizzes
3. Research Projects
4. Papers
5. Projects
6. Class Participation

B. **Frequency**

1. Exams/Tests
 - a. Exams/tests should be administered at least for a mid-term period and the end of semester
2. Quizzes
 - a. Quizzes can be administered weekly
3. Research projects
 - a. Small research projects can be assigned once toward the end of semester for evaluation.
4. Papers
 - a. Papers may be used weekly or less frequently depending on the amount of work involved.
5. Class participation
 - a. Class participation can be evaluated for every class meeting

IX. TYPICAL TEXTS:

1. Conley, D. (2015). *You May Ask Yourself* (4 ed.). New York, New York: W.W.Norton.
2. Ritzer, G. (2015). *Introduction to Sociology* (2 ed.). Thousand Oaks , CA: Sage.
3. Giddens, A. (2013). *Introduction to Sociology* (9 ed.). New York, NY: W.W.Norton.

X. OTHER MATERIALS REQUIRED OF STUDENTS: