###### Department of Economics and Social SciencesApproved BU Logo

## SOC101 Summer 2024

# SOC101 INTRODUCTION TO SOCIOLOGY

## Course General Information:

| **Course Code:** | SOC 101 |
| --- | --- |
| **Course Title:** | Introduction to Sociology |
| **Credit Hours:** | 3 |
| **Contact Hours/Week:** | 3 |
| **Category** | Elective (GenEd stream 4) |
| **Type** *(Mandatory/Optional, Lecture/Laboratory/Project)* | MANDATORY FOR SOCIOLOGY MINOR |
| **Prerequisite:** | None |
| **Co-requisite:** | None |

## Course Catalog Description (Content):

Sociology is one of the young but intellectually rich analytical social sciences. Sociology is about social relations, networks, family, club, group, marriage, cultures, and so on of modern societies and numerous rules and procedures that govern these societies. This is an introductory course in sociology that familiarizes students with key concepts of sociology, theories, and different theoretical perspectives within the discipline. This will be a 3-credit course i.e. of 42 hours duration. This course can be taken by students from any discipline as a non-major area course and there is no prerequisite to take the course. This course is compulsory for students who wish to do a minor in sociology.

## Rationale of the Course:

Studying SOC101 will help the students find the social differences, including differences in social behavior. It will also help them to cope up with new changes in society. The course will inform the social hierarchies and social power in everyday life.

## Course Objective:

The aim of this course is to help students develop a sociological perspective on the social behavior which will familiarizes students with key concepts of sociology, theories, and different theoretical perspectives within the discipline

## Course Outcomes (COs):

Upon successful completion of this course, students will be able to

| **SL.** | **CO Description** |
| --- | --- |
| **CO1** | **Critically interpret and explain** the historical context in which sociology as a social science emerged as a separate discipline. |
| **CO2** | **Communicate** the processes in which people become members of society through writing |
| **CO3** | **Differentiate** between/among different types of society and will also be able to critically analyze why social behavior vary from society to society. |
| **CO4** | **Explain** many of the social problems using sociological concepts and theories through writing |
| **CO5** | **Enhance** global thinking abilities on human behavior from the sociological perspective thereby observing those features, which are common to all cultures, and be able to assess them in the context of their own unique setting. |
| **CO6** | **Identify** from the sociological perspective, those factors in society which contribute to social change, and recognize sound sociological research procedures when presented in an experimental framework. |

## Mapping of Course Outcomes (COs) with Program Outcomes (POs):

| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CO1 | x | x |  |  |  |  |  |  |
| CO2 |  | x | x | x |  |  |  |  |
| CO3 | x | x | x |  |  |  |  |  |
| CO4 |  |  | x | x |  |  |  |  |
| CO5 |  | x | x |  |  |  |  |  |
| CO6 |  | x | x |  |  |  |  |  |

1. **Mapping of Course Outcomes (COs) with GenEd Program Outcomes (POs)**

| **Course Outcomes** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** |
| --- | --- | --- | --- | --- | --- |
| CO1 | x |  | x |  |  |
| CO2 |  |  | x |  | x |
| CO3 |  |  | x |  |  |
| CO4 | x |  | x |  | x |
| CO5 |  |  |  | x | x |
| CO6 |  |  | x |  | x |

## Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs:

| **Weeks** | **Topics** | **Readings** | **Teaching-Learning Strategy** | **Assessment Strategy** | **Corresponding COs** |
| --- | --- | --- | --- | --- | --- |
| **1 & 2** | **Introduction**  *What is sociology? Sociological Imagination, The Development of Sociological Thinking: Theories and Theoretical Approaches: Comte, Durkheim, Marx, Weber*  **Theoretical approaches**  *Theoretical Approaches: Symbolic Interactionism, Functionalism, and Conflict.* | Giddens et al.  Chapter 1 |  | 1. Free writing on how sociology can help us? (10-15 minutes) | 1,2,3,6 |
| **Class discussion:**   1. Is sociology male-centric? 2. Is sociology Eurocentric? |
| **3** | **Culture and Society**  *What is culture? Cultural Universals, Nonmaterial Culture, Material Culture, Norms, values, sanctions, Contemporary industrial society: Cultural conformity or diversity?* | Giddens et al. Chapter 3 | Documentary: An Uncertain Future for the Kalash People of Pakistan | 1. Small group discussion/ Pair work on the importance of protecting subcultures.   (10min) | 1,2,3,6 |
| **Class discussion:**  *Impact of the internet on culture.* |
|  | **Quiz 1** |  |  |  |  |
| **4** | **Conformity, Deviance, and Crime**  *What Is Deviance? Sociological Theories: Functionalism and Conflict theory. Research on crime today: Victims and perpetrators of crime, Security and terrorism.* | Giddens et al. Chapter 15 | Short video: Crash course on history of criminology:  *https://www.youtube.com/watch?v=zBodqwAlW3A&ab\_channel=CrashCourse* | Free writing: Impact of Nature vs. Nurture on deviant behavior. | 1,2,3,5 |
| **Class discussion:**   1. *Can we prevent crime by building stronger communities?* 2. *Will new surveillance technologies eliminate deviance?* |
|  | **Assignment 1** |  |  | Exam  presentation | 1,2,3,6 |
| **5** | **Families and intimate relationships**  *Theoretical and historical perspectives on families: sociological theories on families; historical perspectives on families; Research on families today: Changes in family patterns worldwide; The dark side of families* | Giddens et al. Chapter 7 | **Video Clips:** Life in a matrilineal society <https://youtu.be/RrANsQTsyT0> | Free writing: Reflection on variations of family around the world. | 1,3,5 |
| **Class discussion:**   1. *Increase rate of divorce* 2. *Arrange marriage vs. love marriage?* 3. *Love is commercialized* |  |
|  | **MIDTERM** | **July 13-18** |  |  |  |
| **6** | **Stratification, Class, Inequality**  *Basic concepts, Theories of stratification in modern societies (Marx, Weber, Davis and Moore), Research on social stratification today* | Giddens et al. Chapter 8 | Video: Wealth Gap: Last Week Tonight with John Oliver (HBO)  https://www.youtube.com/watch?v=LfgSEwjAeno&ab\_channel=LastWeekTonight | Group Debate: Is income inequality beneficial or harmful for the community? | 3,4,5,6 |
|  | **Class discussion:** |  |
| **8** | **Gender Inequality**  *In Education, In the Workplace, In Families: Division of Household Labor, In Politics* | Giddens et al. Chapter 10 | Video clip: Explained | Why Women Are Paid Less | FULL EPISODE | Netflix  *https://www.youtube.com/watch?v=hP8dLUxBfsU&ab\_channel=Netflix* | FW: How to minimize gender inequality from the society? | 3,4,5,6 |
| **Class discussion:** |
| **9** | **Race, Ethnicity, and Racism**  *Basic concepts, Thinking about racism, Racism in the United States* | Giddens et al. Chapter 11  **Chapter 3 of this research report:**  *Social Cohesion, Resilience and Peace Building Between Host Population and Rohingya Refugee Community in Cox’s Bazar, Bangladesh* | Video clip: *Explained | Racial Wealth Gap | FULL EPISODE | Netflix*  *https://www.youtube.com/watch?v=Mqrhn8khGLM&t=1s&ab\_channel=Netflix* | Group discussion: Impact of racism on minorities. | 1,2,3 |
| **Class Discussion:**  *Bangladesh: Studying Rohingya crisis* |
|  | **Quiz 2 and Assignment 2** |  |  |  | 4,5,6 |
| **10** | **Work and economic life**  Basic concepts, Fordism and Scientific management, informal economy,  *Transnational Corporations, and Corporate Power, Workers and their Challenges; Automation and its impact* | Giddens et al. Chapter 14  *Globalisation and Bangladesh ready-made garment industry*  *Chapter 2: Economic and social impact, hidden cost of development (Shahidur Rahman’s book)* | *Documentary*  [*https://www3.nhk.or.jp/nhkworld/en/ondemand/video/2022392/*](https://www3.nhk.or.jp/nhkworld/en/ondemand/video/2022392/) | Discussion and  Free Write: Why did the Rana plaza tragedy happen? | 3,5,6 |
|  |
|  | **Assignment Group Presentation** |  |  | Exam | 2, 3,5 |
| **11** | **Government, Political Power, and Social Movements**  *Power and authority,*  *Theories: Democratic Elitism, Pluralist Theories, The Power Elite*  *Why do social movements occur?* | Giddens et al. Chapter 13 | HW: watch the documentary:  Is America a Failed Democracy? (Global Documentary) | Real Stories  https://www.youtube.com/watch?v=xUYWqVCpSxM&ab\_channel=RealStories | Class debate: Is Populism a threat for democracy? | 3,4,5,6 |
| **Class discussion:**  *Youth in politics* |
|  | **Quiz 3** |  |  |  |  |
| **12** | **Environment**  *The environment: A sociological issue, Global environmental threats, Biodiversity, Global warming and Climate Change* | Giddens et al. Chapter 19 | *In class reading: Climate change and Bangladesh*  [*https://www.wilsoncenter.org/article/going-under-rural-bangladeshi-dilemma*](https://www.wilsoncenter.org/article/going-under-rural-bangladeshi-dilemma) | FW and Class discussion:  How do we promote circular economy in our community? |  |
|  |
|  | **Review** |  |  |  |  |
|  | **Final: September 1- 8.** *(Combined)* |  |  |  |  |

## Learning Materials:

Giddens, A., Duneier, M., Appelbaum, R.A. and Car, D. (2018) *Introduction to Sociology* (11th Edition). New York: W. W. Norton & Company.

Schaefer, R.T (2007). Sociology. (10th edition) New York: McGraw-Hill Companies Inc.

**Distribution of Marks:**

| **Method** | **Marks (%)** |
| --- | --- |
| Attendance & Participation | 5% |
| 2 Assignments | 20 % |
| 2 Quiz out of 3 | 20 % |
| Midterm | 20 % |
| Final | 35 % |
| **Total** | **100 %** |

**Course Assessment Methods and Formats**:

| **Assessments** | **Question pattern** | **Marks** | **Topics** | **Date** |
| --- | --- | --- | --- | --- |
| Quiz 1 | short questions | 10 | 1. Introduction 2. Theoretical approaches 3. Culture and Society |  |
| Assignment 1 | Individual assignment | 10 | Culture and Society  Or Family |  |
| Midterm | 1 broad question and 2 short questions | 20 | 1. Introduction 2. Theoretical approaches 3. Culture and Society 4. Family and Intimate relationships 5. Deviance |  |
| Quiz 2 | 10 one sentence answer | 10 | Gender inequality |  |
| Assignment 2 | Group assignment based on fieldwork | 10 | Work and Economic life |  |
| Quiz 3 | 1 broad question | 10 | Government, Political Power, and Social Movements |  |
| Final | 2 broad questions and 1 short question | 35 | 1. Gender inequality 2. Race, Ethnicity and racism 3. Work and Economic life 4. Government, Political power and social movements 5. Environment |  |

**Assignment**

You will be required to write two assignments. These pieces should draw on the materials and ideas in the course to date, and require formal referencing. These pieces are designed to get you thinking sociologically, and to give us a chance to check your progress early on.

Requirement format: 800/1000 words, 1.5 line spacing ,12 point font sizing, title of assessment, name, student number, page numbers in bottom right corner, referencing on a separate page following the essay, assessment cover sheet attached to the front of the essay including your teacher’s name.

**Criteria for Marking assignment:**

Your reflective piece will be returned with the following marking template:

| **Criteria** | **F**  **Poor** | **D**  **Fair** | **C**  **Good** | **B**  **Very Good** | **A**  **Excellent** |
| --- | --- | --- | --- | --- | --- |
| Have you answered the question? |  |  |  |  |  |
| Have you stated your argument? |  |  |  |  |  |
| Have you backed up your argument with supporting evidence such as relevant academic literature from credible sources? |  |  |  |  |  |
| Have you used range of issues identified and well conceptualized? |  |  |  |  |  |
| What is the quality and coherence of  analysis/argument (including sufficient supporting evidence) |  |  |  |  |  |
| Have you structured your prose effectively? |  |  |  |  |  |
| Have you written your prose in a clear, concise and grammatically-correct manner? |  |  |  |  |  |
| Have you used accurate referencing? |  |  |  |  |  |

**Quiz**

Quizzes will be designed to test the students’ understanding in the course and to assess various course outcomes.

**Examinations**

Midterm and final examinations shall contain questions designed to test students’ knowledge and comprehension of basic anthropological concepts, problems and implications.

**Class Policy**

* Active participation in class discussions is expected and encouraged. In addition to the above, any student missing 4 or more consecutive classes without authorization will automatically receive a **1**, and may be at risk of being barred from attending the final exam.
* The instructor reserves the right to make any necessary (announced) changes to the grading scheme or to the syllabus. The midterm examination date will be announced in class. The final examination will be held as per the Brac University schedule.
* Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations.

**Academic Integrity**

Each student in this course is expected to abide by the BRAC University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work. Copying from another student or copying from published, unpublished or electronic sources without appropriate citations or quotations is **plagiarism.** If there is evidence of plagiarism, **ALL** students involved will automatically receive a zero grade. The penalty for violation of this code can also be extended to include failure of the course and University disciplinary action.

**Late submissions and examinations**

No late submissions or make-up examinations will be accepted or arranged except for extreme circumstances, conditional on appropriate documentation.

**Grading Policies:**

Students’ grades are assigned according to the grading scale of the Brac University Undergraduate Study and Examinations Regulations. In addition, the faculty are allowed to take into consideration the class average and standard deviation to reflect the actual class performance for student grade assignment. Grading will follow the following system:

| **Marks** | **Grade** | **GPA** |
| --- | --- | --- |
| 97-100 | A+ | 4.0 |
| 90 - 96 | A | 4.0 |
| 85 - <90 | A- | 3.7 |
| 80 - <85 | B+ | 3.3 |
| 75 - <80 | B | 3.0 |
| 70 - <75 | B- | 2.7 |
| 65 - <70 | C+ | 2.3 |
| 60 - <65 | C | 2.0 |
| 57 - <60 | C- | 1.7 |
| 55 - <57 | D+ | 1.3 |
| 52 - <55 | D | 1.0 |
| 50 - <52 | D- | 0.7 |
| <50 | F | 0.0 |
| I | Incomplete |  |
| W | Withdrawal |  |
| R | Retaken |  |