

Introduction to Sociology

COURSE SYLLABUS

COURSE DESCRIPTION

Introduction to Sociology

This course is designed as an elective for students in grades 9-12. Students will be expected to utilize critical thinking skills to closely examine their own lives and those around them to understand and apply the topics explored in this course. This course explores the ideas of culture, construction of self, social institutions and community, social stratification, the economy and work, leisure and the media, social change and revolutions. Students are expected to apply their learning in analyzing their own lives, and many benefit from this element of self-discovery!

COURSE METHODOLOGY

- This is an inquiry-based course. Students will generate knowledge through online readings, asynchronous discussions with students and their instructor, interactions with online tutorials, and online and hands-on simulations.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through course message.
- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student's active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

COURSE PARTICIPATION OBJECTIVES

This course for which you are registered is a college preparatory, academically rigorous course that covers an entire semester's worth of material. As such, it is important that you adhere to the following guidelines as you manage your time and commit to successfully completing all required coursework:

1. The requirements for this course are equivalent to completion of minimum of 90+ hours of class instruction at a traditional on-site high school
2. Assignments must be submitted for each unit as they are completed so that the teacher may review and assess your performance. Do not hold your work, you must submit each unit's homework as it is completed, demonstrating weekly assignment completions
3. You must log in regularly to your course to demonstrate continued participation, and completion of all course requirements, including assignments, assessments and discussion forums
4. You must complete your individual work and any incident of suspected cheating, plagiarism or collaboration on assignments violates the academic integrity expectations outlined at the time of your enrollment and can result in failure of the course or further action as deemed appropriate

Citizenship

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

Communication

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via course message and electronic discussion boards. Therefore, students should plan on checking their course messages at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

COURSE OUTLINE

Unit 1: Individual and Society

Sociology is the study of societies, or the study of social behavior. This can be done on a macro level by looking at the structure of society and large-scale institutions or on a micro level by examining the relationships between individuals. We will look at both in this unit. Howard Becker (1986) liked to define sociology as the study of people “doing things together.” This definition is important because it acknowledges that no individual exists on their own, and we are all social beings. You’ve already considered the world around you from the perspective of a participant because you’ve been a participant in society for many years – now it’s time to take a step back and consider it from a new viewpoint: that of a social analyst. The social analyst has to “place in question everything that seems unquestionable” to the everyday actor (Schultz 1962, p. 96). In other words, you need to become a stranger in your own world and question everything you accept as truth.

Learning Objectives

- Examine historical roots of Sociology, and its early pioneers.
- Describe society and the individual
- Adopt the sociological imagination and the role of the social analyst
- Describe social influence and the impact of other people in our everyday lives
- Explain social status and the affiliated roles or expectations of such positions.
- Differentiate between micro and macro levels of sociological inquiry.
- Describe Charles Cooley’s theory of the Looking Glass Self

Activities

Unit 1 Vocabulary Quiz	Quiz	15 points
Unit 1 Assignment	Homework	25 points
Unit 1 Discussion 1	Discussion	5 points
Unit 1 Discussion 2	Discussion	5 points
Unit 1 Discussion 3	Experiment	10 points
Unit 1 Project	Project	20 points

Unit 2: Culture and Community

All societies develop their own culture of some sort. Humans seek to find commonality and purpose amongst their groups and culture is one way to provide that guidance. However, we often cannot see our own culture because we are so familiar with it. As sociologists studying other cultures outside our own, we must be careful not to judge others against our own standards. Why do we cover deviance in the unit on Culture and Community? It may seem like an odd combination at first, but you'll soon see that the topics are very closely related. When we think about deviance, we must consider that every act of deviance is an act against conformity. Conformity and group membership are key parts of our interaction with society and make up our individual communities.

Learning Objectives

- Answer the question “What is culture?”
- Discuss cultural variation and their impact on the everyday experiences of individuals
- Understand the lifelong process of socialization
- Identify agents of socialization.
- Discuss the main theories of socialization.
- Define deviance and explain defiant behavior
- Formulate correlation between power, deviance, and social control
- Consider the function of deviance in modern societies.

Activities

Unit 2 Vocabulary Quiz	Quiz	15 points
Unit 2 Assignment	Homework	25 points
Unit 2 Discussion 1	Discussion	5 points
Unit 2 Discussion 2	Discussion	5 points
Unit 2 Discussion 3	Experiment	10 points
Unit 2 Project	Project	20 points
Unit 2 Exam	Exam	50 points

Unit 3: Social Structure and Institutions

Social institutions have incredible impact on our daily lives, even if we don't realize it. Think of it this way: if you attend a traditional onsite school then you probably start classes about 8am and are finished around 3pm. What you might not realize is that this guides the structure of your entire day. It necessitates that you are awake at a certain time, when you eat your meals, your transportation, and what types of arrangements are made for your care before and after school. In turn, your school only exists because of the actions of the students, teachers, administrators and parents who form the community around it.

Social institutions then exist on both a macro and a micro level, making them a unique opportunity for sociologists to study. They shape our everyday interactions on a macro level, but the micro interactions of the people within them shape the institutions as well. As a result, social institutions help us to examine the link between interaction and structure, the individual and society.

Learning Objectives

- Analyze conflict, power, and social institutions within society
- Distinguish between power and authority.
- Determine the value of religion for a society.
- Unpack Sociology's three theoretical perspectives
- See the impact of social institutions in their everyday lives
- Provide examples of the macro-micro link between social institutions.
- Apply sociological research methods to their own research projects.

Activities

Unit 3 Vocabulary Quiz	Quiz	15 points
Unit 3 Assignment	Homework	25 points
Unit 3 Discussion 1	Discussion	5 points
Unit 3 Discussion 2	Discussion	5 points
Unit 3 Discussion 3	Discussion	5 points
Unit 3 Project	Project	20 points

Unit 4: Racism, Sexism, and Class Bias

This chapter is all about recognizing the ways socialization have shaped you into the person you are today through the analysis of racism, sexism and class bias. Race is often a hot topic in the United States, but it is also one that is often misunderstood and misused. From a sociological standpoint, “race” is a concept that society has created and constructed over time. Racial groups are defined by the society within which they exist, and are not consistent across cultural lines. We also confront the issues of sex, gender and sexual orientation. In current debates these terms are often through around in the same sentence as though they are interchangeable and equal when in fact they are very different, though related. Finally, every society is marked by some level of inequality, with some people having significantly more money, schooling, health, and power than others. A thorough analysis of the types of economic systems encourages you as the student to consider your own status within your culture, and within the world. You will learn a lot in this unit about your status within society and the statuses of others. The most important skill we can use in understanding these topics and using them in our study of sociology is to maintain a level of awareness and understanding about our own statuses and biases.

Learning Objectives

- Explain the social construction of race and ethnicity.
- Provide examples of prejudice, individual discrimination and institutional discrimination.
- Identify global perspectives on racial construction.
- Distinguish between sex, gender and sexual orientation.
- Understand how society creates gender categories.
- Draw parallels between personal sexism and similar attitudes within larger society
- Unpack Feminism and its many branches of thought.
- Discuss global development and inequality
- Articulate the social classes of the United States.
- Discuss social stratification, poverty and social mobility.

Activities

Unit 4 Vocabulary Quiz	Quiz	15 points
Unit 4 Assignment	Homework	25 points
Unit 4 Discussion 1	Discussion	5 points
Unit 4 Discussion 2	Discussion	5 points
Unit 4 Discussion 3	Experiment	10 points
Unit 4 Project	Project	20 points
Unit 4 Exam	Exam	50 points

Unit 5: Family and Relationships

What does family mean to you? If we opened this up into a large group discussion we would likely receive a different answer from each respondent. Because sociologists are looking to study the familial relationships without judgment we tend to adopt a very broad definition of family. Sociologists understand that families may look different in other countries, and they certainly have looked different in other time periods as well. As we have seen in the previous units, Sociology is keen on keeping up with the trends and changes of the world. Families and relationships are in an incredible time of flux now, but we as sociologists are following the trends to discern how changes like divorce, same-sex marriage, and the “sandwich generation” will influence society. We also look at violence in families, and its effects on family life.

Learning Objectives

- Debate the definition of family, and consider modern alternative familial groupings.
- Examine cross-cultural familial structures and kin relationships.
- Analyze changes to the family over the life course.
- Define terms like boomerang kids and the sandwich generation.
- Analyze the effects of divorce, remarriage and violence on family life.
- Predict the future of the familial unit and the reverberating impacts on society

Activities

Unit 5 Vocabulary Quiz	Quiz	15 points
Unit 5 Assignment	Homework	25 points
Unit 5 Discussion 1	Discussion	5 points
Unit 5 Discussion 2	Experiment	10 points
Unit 5 Discussion 3	Discussion	5 points
Unit 5 Project	Project	20 points

Unit 6: Economy and Work

If you have taken an American History course recently, then some of the topics in this lecture will probably be a review for you. The reason we study the history of the U.S. economy is that in each new period, the economic shifts have produced significant ripples in the societal structure and changed the nature of work in over time. We use a critical eye to examine transnational corporations, globalization, the third sector, volunteerism and labor unions. You will think about how your generation views work, and what values are most important to you in choosing a long-term career.

Learning Objectives

- Summarize historical changes to the economy.
- Assess the operation of different types of economies.
- Understand the social value of labor unions.
- Describe globalization and the threat of a monoculture.
- Evaluate the third sector and volunteerism.
- Consider the “second shift” and division of household tasks.
- Analyze the impact of generational differences on work values.

Activities

Unit 6 Vocabulary Quiz	Quiz	15 points
Unit 6 Assignment	Homework	25 points
Unit 6 Discussion 1	Discussion	5 points
Unit 6 Discussion 2	Discussion	5 points
Unit 6 Discussion 3	Discussion	5 points
Unit 6 Project	Project	20 points
Unit 6 Exam	Exam	50 points

Unit 7: Leisure and Media

The modern American free press was created and reinforced through the First Amendment to independently examine political leaders and processes, to give the people another means of checks and balances against the branches of the government. Media is even more intriguing when we consider that the products created in the United States are exported and distributed worldwide. Go to almost any country around the world and you will hear the same songs on the radio, see the same shows on TV, and even play the same video games as you do in the United States. The consumption of media occurs on many levels, and there are many debates about the value of one kind of cultural consumption versus another. Finally, we examine our leisure time to understand how it stands in opposition to our paid work as opportunities to relax, to reveal our true selves and to make connections with others.

Learning Objectives

- Consider the role of the media in everyday life.
- Define structures of media organizations worldwide.
- Understand the purpose of free speech and independent sources of reporting.
- Debate the regulations and controls on media content, including net neutrality.
- Examine the use of the “third place” as a leisure space.
- Analyze forms of leisure to include sports, travel and play.

Activities

Unit 7 Vocabulary Quiz	Quiz	15 points
Unit 7 Assignment	Homework	25 points
Unit 7 Discussion 1	Discussion	5 points
Unit 7 Discussion 2	Experiment	5 points
Unit 7 Discussion 3	Discussion	5 points
Unit 7 Project Discussion	Discussion	5 points
Unit 7 Project	Project	20 points

Unit 8: Social Change and Activism

We started this course talking about how society and the individual are intertwined. Remember, while society shapes the individual, the individual can shape society. This unit on social change brings that to light in a way that is undeniable. You have the power to bring about social change, especially when you work together with others who share your views, values, and visions for a better world. Read this unit with optimism. By understanding the processes of social change, you will be better qualified to make it happen. We will look at how technology has advanced activist causes, particularly with the use of online social media platforms and the hashtag (#). These modern technologies are raising awareness about issues of injustice and changing our minds and hearts faster than we can keep up with material changes. It is not our place as Sociologists to say whether this is good or bad, but simply to acknowledge the shift.

Learning Objectives

- Describe the defining characteristics of social change.
- Define theories of collective action.
- Predict possible directions of future social change.
- Exhibit knowledge of the term's sociological topics through the final exam.

Activities

Unit 8 Vocabulary Quiz	Quiz	15 points
Unit 8 Assignment	Homework	25 points
Unit 8 Discussion 1	Experiment	10 points
Unit 8 Discussion 2	Discussion	5 points
Unit 8 Discussion 3	Discussion	5 points
Unit 8 Project	Project	100 points
Unit 8 Exam	Exam	50 points

HOW YOU WILL BE GRADED

For critical thinking questions, there are no right or wrong answers. For example, a question on your thoughts on why you think people are shy is a pretty open-ended type of question. Grades will be based on the depth of personal insight you present. **Do not simply agree or disagree** with an insight question. We are looking for critical thinking and possibly a related personal experience with the question. It is important to provide detailed answers for insight/opinion questions. **The same is true for your responses to your classmates' posts on the discussion board.** Try to offer constructive criticism, give feedback on the post, or ask a follow-up question.

For review questions, you should be produce a more academic answer. For example, "What two categories are norms divided into?" This type of direct question requires a specific answer. Please use full sentences and proper grammar.

When submitting paragraphs, use these guidelines.

1. The first, second or last sentence contains the main idea and key words from the question or assigned topic.
2. Paragraph contains one to three explanatory sentences.
3. Paragraph contains two to four sentences about specific details related to question.
4. Details are colorful, interesting and appropriate.
5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6. Free of spelling and grammatical errors.

GRADE SCALE

The following grading scale will be used to determine your final letter grade.

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
F	59% and lower

SUPPORT

At NUVHS you will have access to multiple support teams. Who you contact will depend on the questions you have. Always start by contacting your teacher through the Message Center in the course. Your teacher should be able to answer your question, but if they can't, then they will direct you to another support team. If you have questions about any of the course content, your grades, or course policies, you should contact your instructor.

For questions about your enrollment, transcripts, or general school-wide policies, you can contact **NUVHS Student Services** at info@nuvhs.org or by phone at 866.366.8847. For example, if you would like to withdraw from your course, you should contact Student Services. Please note that a refund for your course can only be obtained if you drop within the first seven days of enrolling in the course.

For help with login/password issues, or other technical issues specific to the Blackboard website, you can contact the team at [National University Blackboard Learn](#). They can also be reached by phone at (888) 892-9095.

EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)

Engaged Learners

- Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
- Develop an understanding of their own preferred learning styles to enhance their overall academic potential
- Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

- Effectively analyze and articulate sound opinions on a variety of complex concepts
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
- Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

- Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
- Express concepts and ideas in a variety of forms
- Enhance communication skills through the use of media rich or other technology resources

Global Citizens

- Appreciate the value of diversity
- Understand the range of local and international issues facing today's global community
- Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century