



BRANDMAN
University Chapman University
System

School of Arts & Sciences Course Syllabus

Course Number/Title/Credits: SOCU 101/Introduction to Sociology/3 credits

Catalog Course Description: Students examine the basic concepts, principles, and findings of sociology: addressing the nature of human social relations from simple, face-to-face relationships, through formal organizations, to whole societies. Students also analyze how social patterns are created, how they become organized and established, and how they change.

LEARNING OUTCOMES and ASSESSMENT:

Learning Outcomes are statements that specify what learners will know, understand, or be able to demonstrate at the end of a learning experience.

Types of Learning Outcomes include:

- ✓ Course Learning Outcome – Result of finishing a course.
- ✓ Program Learning Outcome – Result of finishing a program.
- ✓ Institutional Learning Outcome – Result of finishing a degree at an institution, reflecting the core learning values and experiences of all graduates.

A Signature Assignment is an assignment used to measure a student's mastery of a program or institutional learning outcome. If a course you are taking includes a Signature Assignment, it will be clearly marked (**SIGNATURE ASSIGNMENT**).

Access the following link(s) for information on the Program Learning Outcomes (PLOs) and Curriculum Map related to this course:

[Click Here for BA, Criminal Justice - PLO](#)

[Click Here for BA, Legal Studies - PLO](#)

[Click Here for BA, Social Science - PLO](#)

[Click Here for BA, Sociology - PLO](#)

Access the following link(s) for information on the Institutional Learning Outcomes (ILOs) and Curriculum Map related to this course:

[Click Here for Learning Outcomes](#)

Prerequisites: None

Restrictions: None

Essential Equipment and Facilities: By the end of the first week of class, students must have the ability to access MyBrandman, the Blackboard portal to their class site, and other key locations necessary to meet course requirements. Individual browser preferences vary, and, at times, some work with Blackboard better than others. Therefore, if you try one browser, such as Firefox, and you have difficulty, try another browser, such as Internet Explorer. Since versions of

Last Revision Date: 5/29/2019

Microsoft Office vary, students who do not use the most recent version may need the free conversion software available via the Microsoft.com website. Java is also required for courses. Students who do not have Java may download it for free at java.com.

Academic Integrity: As a learning community of scholars, Brandman University emphasizes the ethical responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work. Academic dishonesty of any kind will not be tolerated. Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Plagiarism means presenting someone else's idea or writing as if it were your own. If you use someone else's idea or writing, be sure the source is clearly documented. Further information may be found in the *Brandman University Catalog* available under Academic Resources in MyBrandman.

Americans with Disabilities Act Statement: According to the Americans with Disabilities Act (ADA) of 1990, an individual with disability is defined as having functional limitations resulting from a diagnosed disability and applies to an individual who has a physical or mental impairment that substantially limits one or more of the individual's major life activities; has a record of such an impairment; or is regarded as having such an impairment. In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that may impair or impact their ability to successfully complete assignments, tasks or satisfy course criteria are requested to notify their Advisor or Campus Director in order to understand how to apply for Student Disability Services. If and when the student is granted formal approval by the Director of ADA Services, both the student and professor will be notified. It is highly suggested that the student contact their professor to discuss the accommodations during the first week of the session. The granting of accommodations will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

University Policies: Students are responsible for complying with university policies including, but not limited to: incompletes, course drops, and student conduct. Information may be found in the *Brandman University Catalog* available under Academic Resources in MyBrandman.

Required Text: Benokraitis, N.V. (2019). SOC⁶: Introduction to Sociology (6th ed.) Boston, MA: Cengage Learning. ISBN: 978-1-337-40521-8

Texts are available at the Brandman Online Bookstore: See "Bookstore" under Academic Resources in MyBrandman.

Online Brandman Library Resources: Click on red "Library" button in Blackboard.

Course Learning Objectives:

By the end of the course, students should be able to:

1. Describe the meaning and utility of sociology within the context of the other behavioral sciences.
2. Distinguish between micro- and macro-group influences upon human group behavior.
3. Analyze the process of human socialization.
4. Infer the behavioral outcomes of social stratification.
5. Explain demographic trends and their effects upon human group behavior.
6. Assess the behavioral significance of social change.

Major Study Units:

1. The Meaning of Sociology: What Is It, Why Study It, and How To Study It?
2. Culture: Micro- and Macro-Group Influences

3. The Human Socialization Process: Its Effects Upon Social Conformity and Social Deviance
4. Social Stratification: National and Global Phenomena
5. The Social Institutions of The Economy, Politics, and the Family
6. The Social Institutions of Education, Religion, and Health Care
7. Demographic Trends in America
8. The Dynamic Presence of Social Change

Instructional Strategies: This class includes readings, textual and video instruction, exercises, discussions, and projects. Instructional Strategies may be further explained in the course Blackboard site.

Attendance Policy

Requirements for students' attendance and participation will be defined by each instructor based on the following policy:

- Monday of the first week is considered the first day of class for online and blended instruction. This includes instruction for fully online classes and online instruction supporting blended classes.
- Regular onsite attendance is expected for student success. If a student misses more than one onsite class or one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course. Students are expected to attend all classes, particularly the first night of class.
- Students should consider withdrawing from a course if they will be absent more than once. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation. Students enrolled in blended courses must attend at least one class during the first two weeks of classes.
- If a student misses a portion (e.g., arriving late or leaving early) of an onsite course, the student's grade may be adversely affected. Students who are not in attendance for at least 75 percent of any scheduled class may be considered absent for that class. Students should discuss missing portions of a class with their instructor to determine how their grade may be affected.
- Regular online attendance/participation and engagement is expected for student success in both fully online and blended courses. Online participation is evident through posting to a discussion board, blog, completing assignments including journal entries, or taking quizzes and exams.
- Schools and programs may have different attendance policies. Refer to school and program specific information for additional attendance policies.

Letter Grade/Percentage Equivalents:

Grade Point System (Rounded up at .5 and up)			
A = 93%-100%	B = 83%-86%	C = 73%-76%	D = 63%-66%
A- = 90%-92%	B- = 80%-82%	C- = 70%-72%	D- = 60%-62%
B+ = 87%-89%	C+ = 77%-79%	D+ = 67%-69%	F=59% and below

Methods of Evaluation for Determining Grades:**Assignment Detail for both Blended and Fully Online courses:**

Assignments for Blended and Fully Online course - Refer to Rubric(s) in Course Information on Blackboard	Possible Points
EIGHT WEEKLY THREADED DISCUSSIONS (one per week) 25 possible points per discussion (See rubric under "Course Information")	200
EIGHT WEEKLY QUIZZES (one per week) 15 possible points per quiz	120
MIDTERM PAPER (DUE WEEK 4) (See rubric under "Course Information")	100
FINAL PAPER (DUE WEEK 8) (See rubric under "Course Information")	100
	Total: 520

Class by Class Outline for both Blended and Fully Online course:

Week	Topics	Assignments
Week 1	The meaning of sociology The sociological imagination An overview of sociological theories An overview of sociological research An overview of social research methods	Read Chapter 1 of textbook (pp. 2-19) Read Chapter 2 of textbook (pp. 20-37) View Chapter 1 Power Point slides (on Blackboard) View Chapter 2 Power Point slides (on Blackboard) View Video Clips and Websites (on Blackboard): <ul style="list-style-type: none"> • "What is Sociology?" video • Social Science Research Council website Week 1 Blackboard Discussion Quiz 1 (on Blackboard)
Week 2	Culture: micro- and	Read Chapter 3 of textbook (pp. 38-59)

	macro-groups Socialization	<p>Read Chapter 4 of textbook (pp. 60-81)</p> <p>View Chapter 3 Power Point slides (on Blackboard)</p> <p>View Chapter 4 Power Point slides (on Blackboard)</p> <p>View Video Clips and Websites (on Blackboard):</p> <ul style="list-style-type: none"> • “Steven Pinker: Human nature and the blank slate” TEDTalk video • Southern Poverty Law Center website <p>Week 2 Blackboard Discussion</p> <p>Quiz 2 (on Blackboard)</p>
Week 3	Social Interaction Social Groups Organizations Social Institutions	<p>Read Chapter 5 of textbook (pp. 82-99)</p> <p>Read Chapter 6 of textbook (pp. 100-117)</p> <p>View Chapter 5 Power Point slides (on Blackboard)</p> <p>View Chapter 6 Power Point slides (on Blackboard)</p> <p>View Video Clips and Websites (on Blackboard):</p> <ul style="list-style-type: none"> • “Stefana Broadbent: How the Internet enables intimacy” TEDTalk video • Pew Research Center: Generational differences in views of key institutions webpage <p>Week 3 Blackboard Discussion</p> <p>Quiz 3 (on Blackboard)</p>
Week 4	Deviance Crime Social Control Social Stratification	<p>Read Chapter 7 (pp. 118-137)</p> <p>Read Chapter 8 (pp. 138-159)</p> <p>View Chapter 7 Power Point slides (on Blackboard)</p> <p>View Chapter 8 Power Point slides (on Blackboard)</p> <p>View Video Clips and Websites (on Blackboard):</p> <ul style="list-style-type: none"> • “Richard Wilkinson: How economic inequality harms societies” TEDTalk video • National Neighborhood Watch website <p>Week 4 Blackboard Discussion</p> <p>Quiz 4 (on Blackboard)</p>

		MID-TERM PAPER DUE
Week 5	Gender Sexuality Race and Ethnicity	<p>Read Chapter 9 (pp. 160-181)</p> <p>Read Chapter 10 (pp. 182-203)</p> <p>View Chapter 9 Power Point slides (on Blackboard)</p> <p>View Chapter 10 Power Point slides (on Blackboard)</p> <p>View Video Clips and Websites (on Blackboard):</p> <ul style="list-style-type: none"> • The Genderbread Person website • “5 things You Should Know About Racism,” Decoded, MTV News video <p>Week 5 Blackboard Discussion</p> <p>Quiz 5 (on Blackboard)</p>
Week 6	The Economy Politics Family Aging	<p>Read Chapter 11 (pp. 204-229)</p> <p>Read Chapter 12 (pp. 230-253)</p> <p>View Chapter 11 Power Point slides (on Blackboard)</p> <p>View Chapter 12 Power Point slides (on Blackboard)</p> <p>View Video Clips and Websites (on Blackboard):</p> <ul style="list-style-type: none"> • “How political science helps explain the rise of Trump (part 3): It’s the economy, stupid,” Washington Post online article • “Alec Soth + Stacey Baker: This is what enduring love looks like” TEDTalk video <p>Week 6 Blackboard Discussion</p> <p>Quiz 6 (on Blackboard)</p>
Week 7	Education Religion Health Care	<p>Read Chapter 13 (pp. 254-281)</p> <p>Read Chapter 14 (pp. 282-301)</p> <p>View Chapter 13 Power Point slides (on Blackboard)</p> <p>View Chapter 14 Power Point slides (on Blackboard)</p> <p>View Video Clips and Websites (on Blackboard):</p> <ul style="list-style-type: none"> • “Homeschooling Statistics” webpage • “Treating mental illness with medicine and religion in India,” PBS

		<p>Newshour video</p> <p>Week 7 Blackboard Discussion</p> <p>Quiz 7 (on Blackboard)</p>
Week 8	<p>Demographic Trends</p> <p>The Environment</p> <p>Social Change</p>	<p>Read Chapter 15 (pp. 302-325)</p> <p>Read Chapter 16 (pp. 326-345)</p> <p>View Chapter 15 Power Point slides (on Blackboard)</p> <p>View Chapter 16 Power Point slides (on Blackboard)</p> <p>View Video Clips and Websites (on Blackboard):</p> <ul style="list-style-type: none"> • “Demographic and Environmental Dynamics Shape ‘Global Trends 2030’ Scenarios,” Wilson Center New Security Beat blog piece (video optional) • “What Makes Social Movements Work,” video <p>Week 8 Blackboard Discussion</p> <p>Quiz 8 (on Blackboard)</p> <p>FINAL PAPER DUE</p>