



SOCL110 - Introduction to Sociology

Location: USA

Frequency: Any

Instruction: Franklin

Format: Online

Length: 18-Week

Edition: working

*Note: The PDF version of the course will not include class communications or discussion posts that are added throughout the duration of the course.
This PDF was last updated on 2019/03/15 11:33:03.*

Object: Course Overview



Course Overview

Student Content

Welcome to SOCL 110!

Sociology is the scientific study of human behavior in groups. By definition, "small groups" may be as small as dyads or triads, and they can include families, task groups at work, study groups at school, or committees that plan events or marketing campaigns, etc.

When used loosely, the term "groups" can refer to categories, associations, publics, social movements, aggregates, societies, etc. While its philosophical beginning can be traced back to ancient Greece, the discipline of sociology began when Auguste Comte—a French patriot—coined the term to refer to his vision of a new scientific discipline. Comte became a young man in the late 1700s in the midst of enormous political and social upheaval on the European continent.

Three commonly cited influences provided the impetus as well as the model for Comte's new discipline of sociology: (1) the French Revolution, (2) the Industrial Revolution (which displaced agricultural workers who moved to burgeoning cities only to face a multitude of social ills), and (3) the example of the scientific method being applied to ameliorate physical ills. Comte reasoned that if the scientific method—with its reliance on empirical data, replication, and verifiability—could make people safer and healthier, then perhaps it also could be applied to ameliorate social ills. So, it began.

Sociology describes and analyzes human behavior at two levels of interaction. **Macrosociologists** examine the "large" or "whole" aspects of human behavior. They analyze and compare societies and even types of societies, whole historical eras, generations, categories of people, and categories of organizations such as bureaucracies. **Microsociologists**, on the other hand, examine the "small" aspects of human behavior; that is, they examine interpersonal, small group, and day-to-day kinds of interactions.

Three major theoretical perspectives guide the discipline, each with a corresponding set of assumptions about social reality and a set of terms and concepts with which to discuss social reality. Adherents to the **conflict perspective** assume that society is characterized by disagreement over important values and norms and by competition over scarce resources such as jobs, money, or property. Conversely, **structural functionalists** assume substantial agreement about important norms and values in society. Further, they assume that the "parts" of society (institutions, for example) work together as a system. Structural functionalists theorize that when one of these parts changes, the others will change correspondingly to return the system to a new status quo. Finally, **symbolic interactionists** concentrate on the ways humans create social reality by creating definitions of behavior, interpreting and communicating with symbols, and "defining the situation" in order to apply the appropriate social norms within that context. Only the symbolic interactionists analyze human behavior at the micro level.

C. Wright Mills said that the greatest contribution the study of sociology could make to education is the development of the "sociological imagination." He described this as an appreciation of the intersection between cultural and social process on one hand, and personal experience or biography on the other. This theme runs throughout this course.

We ask that you carry with you a constant curiosity about the manner in which current local, national and international events and processes influence the challenges, choices, and opportunities you face in your personal and work lives. By developing this insight, you will complete the course with a deeper and broader understanding of how individuals and cultures became who they are. As humans, once we understand these

processes, we have a better chance of anticipating where they may take us in the future. Perhaps more importantly, we may better understand how we can intervene in these processes and alter the path to a more desirable end.

Course Description

Sociology is the scientific study of group behavior – whether the groups are dyads, small groups, associations, bureaucracies, societies, publics, aggregates, social movements, or mobs, etc. This introductory course introduces the student to sociological principles and theoretical perspectives that facilitate understanding the norms, values, structure and process of the various types of groups into which people organize. The course focuses on applying the scientific method to studying social problems (e.g. poverty, crime, sexism and racism) and basic institutions (i.e. family, government, economy, religion, education). Students will develop their “sociological imagination” as a way of understanding what their lives are and can be in relation to the larger social forces at work in local, national, and international environments.

Prerequisites

- None

Course Outcomes

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

1. Demonstrate an understanding of the sociological perspective, the theoretical foundations of sociology, and the contributions of the theorist who developed these perspectives.
2. Examine the quantitative and qualitative research techniques used in sociology and the appropriate, ethical uses of such research.
3. Analyze socialization within the context of culture and institutions on shaping human behavior and worldviews.
4. Explain social structures and the roles, statuses, and behaviors that exist within and outside of these structures.
5. Compare theories of crime, deviance, and systems of social control.
6. Summarize the effects of social stratification and social class on the individual, in the United States, and globally.
7. Describe the major social institutions, such as marriage and the family, religion, politics, the economy, health care, and/or education.
8. Investigate additional topics such as population, urbanization, the environment, aging, war/terrorism, and major theories of social change.

Note: The Course Learning Outcomes align with the Transfer Assurance Guide for OSS021-Introduction to Sociology from the Ohio Department of Higher Education.

Lead Faculty Information

The Lead Faculty for SOCL 110 is [Kelly Renner, Ph.D., LPC](#).

The role of the Lead Faculty is to ensure quality of the course following the development by mentoring and monitoring faculty delivering the course and planning the delivery of the course, which includes scheduling and staffing the course. The Lead Faculty will also have responsibility for planning the redevelopment of the course.

When the Lead Faculty should be contacted:

Students enrolled in BLF courses should first discuss any course concerns with their professor. If the student is unable to resolve the issues regarding course content or design, then the student should contact the Lead Faculty for that class. In addition, if a student has a critical issue with the professor, aside from the grading policy, the student should contact the Lead Faculty.

Object: Course Materials



Course Materials

Student Content

Required Materials

- McIntyre, L. J. (2014). *The practical skeptic: Core concepts in sociology* (6th ed.). New York, NY: McGraw-Hill. ISBN: 9780078026874

Purchasing Course Materials: The textbook for this course is available at or can be ordered through Franklin University's Bookstore at (614) 947-6828 or (877) 341-6300, ext. 6828. Students should have the course number and textbook information available when calling the bookstore. Students can also [purchase textbooks online](#).

Object: Policies and Services



Policies and Services

Student Content

Academic Policies

Please follow the links below to find the academic policies that apply to taking courses at Franklin University:

- [Academic Assessment](#)
- [Academic Integrity and Dishonesty](#)
- [Process for Student Concerns](#)
- [Academic Program Requirements](#)

Student Responsibilities

Please follow the links below to understand what your responsibilities are with regard to taking courses at Franklin University:

- [Communications](#)
- [Time Commitment](#)
- [Attendance Policy](#)
- [Virus Policy](#)
- [General Technology Requirements](#)
- [Student Code of Conduct](#)
- Copyright - Materials used in Franklin University courses may be subject to copyright protection. For more information about copyright law, view the following resources:
 - [Franklin University Library's copyright research guide](#)

- [Franklin University's Plan to Effectively Combat Copyright Infringement](#)

Student Support Services

Please follow the links below to learn about the support services available to you at Franklin University:

- Learning Commons in the [Academic Bulletin](#) and on the [Franklin University website](#)
 - Library Services in the [Academic Bulletin](#) and on the [Franklin University website](#)
 - Testing Center in the [Academic Bulletin](#) and on the [Franklin University website](#)
- Disability Services in the [Academic Bulletin](#) and on the [Franklin University website](#)
- [Harassment, Discrimination, and Sexual Misconduct \(Anti-Discrimination Policy\)](#)
- [Family Education Rights and Privacy Act \(FERPA\) Information](#)
- [Wellness Resources](#)
- [BlueQuill Zendesk](#), which you can also access using the Help icon at the top right of your screen
- Technology Help Desk Services in the [Academic Bulletin](#) and on the [Franklin University website](#)

Grading Policy

Please follow the links below to learn about the grading policies for students at Franklin University:

- [Undergraduate Grading Policies](#)
- [Graduate Grading Policies](#)
- [Submission and Return Policy](#)

Object: Accessing E-Textbooks



Accessing E-Textbooks

Student Content

To access the text(s) for this course, click on any link to the e-textbook(s) within the course (or directly select the e-textbook object(s) located within the Syllabus container), and then click the **Open** button. It is highly recommended that you then download the e-textbook(s) to your device(s) for offline use.

Note: The e-textbook object(s) are titled using APA style, as follows: Author's last name (copyright year).

Object: McIntyre (2014)



McIntyre (2014)

Student Content

Click the **Open** button above to access a digital version of your textbook (eTextbook).

Integrate

Object: Class Participation Points



Class Participation Points

Student Content

In traditional learning settings, you may have participated in courses in which the professor lectured while you listened and took notes. You will not be sitting in class taking notes while the professor lectures for the entire time. Instead, you will actively participate in your learning. For example, in many courses, you will participate in discussions, role-plays, debates, or simulations. In addition, you will interact with your classmates to share your learning and work experiences and collaborate on case studies and other types of problems.

A portion of the final grade for this course consists of participation points. These points are awarded to students at the end of every class session or at times in the course the professor deems appropriate.

Note that for face-to-face students, participation points are **not** automatically awarded to students simply on the basis of their presence in class. When students attend a class session, they start with zero participation points. It is the student's responsibility to earn participation points during the session by actively participating in class activities, discussions, and presentations.

Similarly for online students, participation points are **not** automatically awarded to students based on their presence at Meet sessions or by completing assignments. Students in the course start with zero participation points. It is the student's responsibility to earn participation points during the course by actively participating in class activities, discussions, and presentations.

Evidence of active participation by a student is defined broadly as:

- Verbal participation in team and class discussions appropriate to the setting.
- Offering relevant comments and questions that are aligned with the topic at hand.
- Offering relevant current events such as current articles that are aligned with the topic at hand.
- Participation in chat activities and the online discussion board.

Students' active participation will be assessed according to the following criteria (adapted from the [Foundation for Critical Thinking](#)):

Criteria	Description
Clarity	Focus on a specific topic and context, give examples, avoid vague generalities or undefined terms, and help others to understand without any confusion.
Accuracy	Give correct information that others can verify; students should acknowledge the limits of their knowledge of the topic.
Precision	Specific details support all comments.
Relevance	Comments connect to the issues currently under discussion and help others to understand those connections.

Depth	Address the problem in all its complexity; consider the context of the problem, its root causes, and the other issues it brings up.
Breadth	Address the problem from many points of view; consider how others might understand the problem.
Logic	Consider how statements and assumptions work together and communicate them so that others can follow their reasoning.
Significance	Focus on the most important elements of a topic or elements that others have overlooked; avoid repeating common knowledge.
Ethics	Students should consider how their statements and actions affect others and judge their own contributions in terms of how they benefit the learning community.

Note: The professor may choose to define and apply alternative participation criteria at his or her discretion.