

**HARDING UNIVERSITY
COLLEGE OF SCIENCES
DEPARTMENT OF BEHAVIORAL SCIENCES**

**GENERAL SOCIOLOGY
SOC 2030**

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Course Description

This class is designed to provide students with a basic overview of the study of social organizations and patterns of behavior of people in society. We will explore how sociology affects our daily functioning and environment for a better understanding of ourselves and those around us.

Course Objectives

Upon completion of the course, students should be able to:

1. Demonstrate an understanding of the theoretical perspectives in sociology
2. Understand the role of culture in a group's ways of thinking and its patterns of behavior.
3. Understand the role of socialization on persons and the various agents of socialization
4. Understand the social structures that influence one's behavior
5. Identify the various social groups that exist within society
6. Understand the concept of deviance within society and how social systems control violation of norms.
7. Identify systems of social stratification as it relates to social class, gender, race, economic status, and other variables.

8. Understand cultural diversity as it relates to race, ethnicity, gender, age, and family, and religion.

Course Requirements

A. Text: James M. Henslin (2019) *Essentials of Sociology: A Down-to-Earth Approach, 13th ed.*

B. Attendance – Class attendance is expected and required by the Department of Behavioral Sciences. Unexcused absences can negatively impact one's final grade.

C. Exams: An exam will be given at the completion of units I, II, III, IV, and V. Each exam has a value of 150 points.

D. Sociology and Film: Films offer a way to examine identity issues for various groups, the nature of social interactions, and conceptions of inequality and the institutions that shape our lives. A film can make social classes and inequality visible, even to a privileged audience (Sutherland & Feltey, 2010). The student is to select and view a film from one of four sociological core themes: IDENTITY (development of individual character); INTERACTION (depiction of social interaction in the context of relationships); INEQUALITY (oppression of others based on social class, race, gender, nation); and INSTITUTIONS (examine the dynamics of institutions that shape our lives, such as the workplace, military, education, religion, etc.). After viewing the film, the student is to prepare a 4-6 pages paper that briefly summarizes the film (1 page) and explores its sociological implications. A handout will be distributed in class of films that teach substantive sociological themes (stratification, sex roles, race relations, poverty, family, etc.). (150 points). Due on _____.

E. Written Exercises: The student will submit written responses to questions that engage him/her to reflect on the relevance of different sociological themes (socialization, social interaction, etc.). The exercises will be distributed in class and are to be submitted at the class time in which the issue is to be discussed. The student should read the chapter in the text that coincides with the reflection question, before addressing the question. Material in the chapter should be referenced as appropriate. The student is to respond to five questions total. Every student will complete exercise #2 (status set). (100 points)

Assessment and Grading

Assessment is becoming more and more important in all aspects of the operation of the University. In academics, assessment is used as a tool to improve individual courses and entire programs as well as to evaluate each student's knowledge, skills, and dispositions. There is a good probability that what you learn in this course will be assessed on broader measures of student achievement such as the PRAXIS II exam, MFAT, or the GRE. The ultimate goal of assessment is that Harding will become a stronger institution of higher learning.

Assessment of the knowledge, skills, and dispositions of each student for the purpose of assigning a letter grade at the completion of this course will be based on the following:

Your course grade will be based on the following:

- A...900-1000
- B...800-899
- C...700-799
- D...600-699
- F...599 and below

Grades will be posted on Canvas.

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching/learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning commission of the North Central Association of Colleges and Schools. The University values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Education Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

Course Outline

Unit I: The Sociological Perspective (Chapter 1)
Culture (Chapter 3)

Unit II: Socialization (Chapter 4)
Social Structure and Social Interaction (Chapter 5)

Unit III: Social Institutions (Chapter 5)
Deviance and Social Control (Chapter 6)

Unit IV: Social Stratification (Chapter 7)
Gender (Chapter 9)
Race and Ethnicity (Chapter 8)

Unit V: Marriage and Family (Chapter 10)
Religion (Chapter 11)

DISABILITY STATEMENT FOR COURSE SYLLABI

Students with Disabilities: It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 102 of the Lee Academic Center, telephone, (501) 279-4019.

CODE OF CONDUCT AND ACADEMIC INTEGRITY

Honesty and integrity are characteristics that should describe each one of us as Christians. As we come together to complete the requirements of this course, I agree to treat you with respect and fairness. I ask that you do the same. **Due to the increasing level of technology, it is imperative that all cell phones and other multimedia devices be placed out of view for the duration of any class time together. In the event of texting, calls received, music playing, video watching or other activities that distracts or takes away from the learning opportunity, the student will be asked at a minimum to leave class up to removing the distraction for an undetermined amount of time.**

Academic dishonesty will result in penalties up to and including dismissal from the class. This includes plagiarism, cheating, sharing of privileged information or copying. All instances of dishonesty will be reported to the Assistant Vice

President for Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

TIME MANAGEMENT EXPECTATIONS

For every class hour, the typical student should expect to spend two clock hours of problem solving, reading, reviewing, organizing notes, preparing for exams/quizzes/papers and other activities that enhance learning.

Reflective Questions

**(All students are to do Question # 2; choose any five of the remaining questions for responses)
10 points each**

1.

How can you see the impact of larger social and historical events on your own life? Go the library, and find a newspaper (online) and a popular magazine that were published on the day you were born. It would be especially useful to try to find a newspaper from the town or city in which you were born. What major news events took place that day? What were the dominant social and political concerns at the time? What was the state of the economy? What was considered fashionable in clothing, music, movies, and so forth? Ask your parents or other adults about their reactions to these events and conditions.

How do you think these reactions affected the way you were raised and the values of your family?

Imagine how different your life might have been had these social conditions been different (a different political atmosphere, a stronger or weaker economy, a more tolerant or restrictive way of life).

2.

The status of college student is only one of your current statuses. What other statuses comprise your status set? Identify those that are ascribed and those that are achieved? Identify your master status. Identify any status inconsistencies that you may occupy.

3.

Do TV crime shows and crime movies give a different picture of crime in the United States than Chapter 6 gives? What are the major differences? Which picture do you think is more accurate? Why?

4.

How important are peer groups compared to families as agents of socialization? Reflect on your own high school experiences. Did the values and norms of the peer group conflict with those of your parents? If so, how did these differing worlds affect your reactions, thoughts, and feelings?

5.

What do advertisements (TV, radio, print media) promise besides good transportation, absence of bad breath, white teeth, or stylish clothes? Provide examples from various advertisements.

6.

By interviewing your family members and using your own memory, compare the gender division of labor in the households in which your parents grew up and the households in which you grew up. Then, imagine the gender division of labor you would like to see in the household you hope to live in about 10 years from now. Do you think your hopes are realistic? Why or why not?

Or

Systematically note the roles played by women and men on TV programs and in commercials over three evenings. Is there a gender division of labor on TV? If so, describe it.

7.

Do you agree with functionalist view that the traditional nuclear family is the ideal family form for the United States today? Why or why not?

8.

Does the sociological study of religion undermine one's religious faith, make one's religious faith stronger, or have no necessary implications for one's religious faith? Please elaborate.

Sociology and Film

CULTURE

American History X (1998)
Borat (2006)
The Gods Must Be Crazy (1980)
My Big Fat Greek Wedding (2002)
The New World (2005)
Not Without My Daughter (1991)
Witness (1985)
Smoke Signals (1998)

IDENTITY

In and Out (1997)
Forrest Gump (1994)
Waitress (2007)
North Country (2005)
The Devil Wears Prada (2006)
Transamerica (2005)
City Slickers (1991)

INTERACTION

Cast Away (2000)
Sisterhood of the Traveling Pants (2005)
12 Angry Men (1957)
When Harry Met Sally (1989)

SOCIAL STRATIFICATION/INEQUALITY/RACISM

Lady and the Tramp (1955)
Crash (2005)
Hotel Rwanda (2004)
To Kill A Mockingbird (1962)
Driving Miss Daisy (1989)
District 9 (2009)
The Long Walk Home (1990)
Grapes of Wrath (1940)
Remains of the Day (1993)
The Searchers (1956)
Selma (2015)
Gandhi (1982)
Hidden Figures (2016)
Blackkkkiansman (2018)

Parasite (2019)
Green Book (2018)
Loving (2016)

INSTITUTIONS

Schools:

Blackboard Jungle (1955)
The Principal (1987)
Dangerous Minds (1995)
Teachers (1984)
Lean on Me (1989)
Freedom Writers (2007)
Up the Down Staircase (1967)

Military:

A Few Good Men (1992)
Patton (1970)
The Hurt Locker (2009)
Breaker Morant (1980)

Work/Workplace:

Working Girl (1988)
Michael Clayton (2007)
Glengarry Glen Ross (1992)
Modern Times (1936)
On the Waterfront (1954)
The Pursuit of Happyness (2006)

Bureaucracies:

John Q (2002)

Religion:

The Chosen (1981)
The Mission (1986)
Doubt (2008)

Politics:

All the President's Men (1976)
The Candidate (1972)

Good Night, and Good Luck (2005)
Mr. Smith Goes to Washington (1939)
Primary Colors (1998)
W (2008)
Wag the Dog (1997)
Bulworth (1998)

Health Care/Mental Health:

The Hospital (1971)
Critical Care (1997)
One Flew Over the Cuckoo's Nest (1975)
Sicko (2007)

Collective Behavior/Groups

The Ox-bow Incident (1943)
12 Angry Men (1957)