



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: Introduction to Sociology

Course Number: SOC 171

Credit Hrs. 3 Lecture Hrs. 3 Lab Hrs. 0 Clinical Hrs. 0 Variable Hrs. 0

Total Hours of Instruction: 3 Total Contact Hours: 52.8
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:

An introduction to the study of human social relationships and institutions. Sociology's subject matter is diverse, ranging from crime to education, from religion to the state, from the divisions of race, gender, and social class to the shared beliefs of a common culture and its concomitant subcultures, and from social stability to radical upheavals in societies. Unifying the study of these diverse subjects of study is sociology's purpose particularly toward understanding how human action and consciousness both shape and are shaped by surrounding cultural and social structures.

Prerequisite (s): none

Co-requisite (s): none

Course Objectives:

- Exhibit knowledge of the underlying economic, cultural, and political factors that affect and influence the structure of society.
- Demonstrate the ability to discuss sociological theories, concepts, and ideas and to express empirically as well as theoretically-based opinions, both in oral and written forms.
- Examine and evaluate alternative perspectives and opinions while challenging their own assumptions regarding social issues.
- Exhibit knowledge of the primary institutions of family, education, religion, and economic and political structures.
- Demonstrate an understanding of race, class, and gender inequality.
- Analyze the influence of individual values, beliefs, and traditions on the larger society, and demonstrate an understanding of the multicultural aspects of society.
- Apply sociological perspective to a global context, to examine the factors that influenced the structural development of other societies and the effects of globalization on industrialized and developing nations.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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PART 2:

Lumina DQP outcomes and linked course objectives

(Please identify all Lumina DQP outcomes supported by this course, including the complete language of each outcome as shown on Part 3 of this syllabus. Under each Lumina DQP outcome, please list any course objectives that support the prior DQP outcome.)

Lumina DQP Outcome 1: Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.

- Demonstrate the ability to discuss sociological theories, concepts, and ideas and to express empirically as well as theoretically-based opinions, both in oral and written forms.
- Exhibit knowledge of the primary institutions of family, education, religion, and economic and political structures.
- Demonstrate an understanding of race, class, and gender inequality.

Lumina DQP Outcome 2: Illustrates contemporary terminology used in the field.

- Exhibit knowledge of the underlying economic, cultural, and political factors that affect and influence the structure of society.
- Demonstrate the ability to discuss sociological theories, concepts, and ideas and to express empirically as well as theoretically-based opinions, both in oral and written forms.
- Exhibit knowledge of the primary institutions of family, education, religion, and economic and political structures.
- Demonstrate an understanding of race, class, and gender inequality.
- Analyze the influence of individual values, beliefs, and traditions on the larger society, and demonstrate an understanding of the multicultural aspects of society.
- Apply sociological perspective to a global context, to examine the factors that influenced the structural development of other societies and the effects of globalization on industrialized and developing nations.

Lumina DQP Outcome 3: Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

- Demonstrate the ability to discuss sociological theories, concepts, and ideas and to express empirically as well as theoretically-based opinions, both in oral and written forms.

Lumina DQP Outcome 4: Describes how existing knowledge or practice is advanced, tested and revised

- Demonstrate the ability to discuss sociological theories, concepts, and ideas and to express empirically as well as theoretically-based opinions, both in oral and written forms.

Lumina DQP Outcome 5: Describes and examines a range of perspectives on key debates and their significance both within the field and in society.

- Examine and evaluate alternative perspectives and opinions while challenging their own assumptions regarding social issues.
- Exhibit knowledge of the primary institutions of family, education, religion, and economic and political structures.
- Demonstrate an understanding of race, class, and gender inequality.
- Analyze the influence of individual values, beliefs, and traditions on the larger society, and demonstrate an understanding of the multicultural aspects of society.



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Lumina DQP Outcome 6: Illustrates core concepts of the field while executing analytical, practical or creative tasks.

- Exhibit knowledge of the underlying economic, cultural, and political factors that affect and influence the structure of society.
- Demonstrate the ability to discuss sociological theories, concepts, and ideas and to express empirically as well as theoretically-based opinions, both in oral and written forms.
- Analyze the influence of individual values, beliefs, and traditions on the larger society, and demonstrate an understanding of the multicultural aspects of society.

Lumina DQP Outcome 7: Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.

- Examine and evaluate alternative perspectives and opinions while challenging their own assumptions regarding social issues.

Lumina DQP Outcome 8: Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.

- Examine and evaluate alternative perspectives and opinions while challenging their own assumptions regarding social issues.

Lumina DQP Outcome 10: Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

- Examine and evaluate alternative perspectives and opinions while challenging their own assumptions regarding social issues.
- Demonstrate an understanding of race, class, and gender inequality.

Lumina DQP Outcome 12: Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

- Examine and evaluate alternative perspectives and opinions while challenging their own assumptions regarding social issues.
- Analyze the influence of individual values, beliefs, and traditions on the larger society, and demonstrate an understanding of the multicultural aspects of society.
- Apply sociological perspective to a global context, to examine the factors that influenced the structural development of other societies and the effects of globalization on industrialized and developing nations.

Lumina DQP Outcome 14: Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

- Demonstrate the ability to discuss sociological theories, concepts, and ideas and to express empirically as well as theoretically-based opinions, both in oral and written forms.

Lumina DQP Outcome 17: Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.

- Examine and evaluate alternative perspectives and opinions while challenging their own assumptions regarding social issues.

Lumina DQP Outcome 18: Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.

- Analyze the influence of individual values, beliefs, and traditions on the larger society, and demonstrate an understanding of the multicultural aspects of society.



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Suggested Methods of Instruction:

Lecture, Discussion, Small and Large Group Work

Suggested Methods of Assessment and Evaluation:

Exams, Quizzes, Team Project, Team Presentation.

Adopted Text at Time of Course Adoption/Revision:

Manza, Jeff, Richard Arum, and Lynne Haney

2013 THE SOCIOLOGY PROJECT: INTRODUCING THE SOCIOLOGICAL IMAGINATION. Pearson Education, Upper Saddle River, NJ.

OPTIONAL SUPPLEMENTARY MATERIALS:

Additional Readings will be distributed throughout the course for which you will be held responsible.

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

- Week 1: The Sociological Imagination
- Week 2: Studying the Social World
- Week 3: Social Interaction
- Week 4: Social Structure
- Week 5: Culture, Media, and Communication
- Week 6: Power and Politics
- Week 7: Continuation of Power and Politics
- Week 8: Social Stratification, Inequality, and Poverty
- Week 9: Continuation of Social Stratification, Inequality and Poverty
- Week 10: Race and Ethnicity
- Week 11: Continuation of Race and Ethnicity
- Week 12: Gender and Sexuality
- Week 13: Continuation of Gender and Sexuality
- Week 14: Immigration
- Week 15: Continuation of Immigration
- Week 16: Final Exam

Part 1 & Part 2 approved by CRDAP on: 02/06/15

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:



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PART 3:

Use this reference sheet in Part 2 of Master Course Syllabus

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012