

B. Master Syllabus

SOC 100 Principles of Sociology

B1. SOC 100 Course Description

Introduction to scientific study of the contexts and social forces that influence individuals and how, in turn, individuals influence society. Provides an overview of the roles of social institutions such as family, education, the economy, and work. Topics include race, class, gender, culture, inequality, social change, deviance, and other concepts.

B2. Rationale for Inclusion of Sociology 100 in UCC-21

Principles of Sociology (Soc 100) is uniquely situated to speak to the **Social Science Domain** of UCC-21. Through its focus on the social world and an individual's place within it, Soc 100 teaches students to recognize that individual-level decisions and experiences occur within a societal context and are therefore influenced by social interactions, cultural norms, and institutional practices. As a **Tier 1** domain course, Soc 100 helps students situate human experiences within a social context (E→I) and then recognize how that context shapes and gives meaning to human existence (I→K).

Soc 100 enables students to accomplish the Experience → Information (E→I) transformation through a focus on active-learning centered pedagogies, which include modified lectures, primary source and textbook readings, writing exercises, and in-class activities. These pedagogies help students:

- develop a Sociological Imagination (recognize that social forces influence an individual's decisions)
- sort and filter experiences through a theoretical lens
- isolate relevant topical or substantive facts as they pertain to the social world
- recognize that perspectives, problems, and/or solutions differ depending on which theoretical lens or substantive facts one is utilizing

- Thus, students in Soc 100 develop 3 of the 5 cognitive skills associated with the E→I transformation:
 1. explain how to use observation and(or) measurement to obtain accurate information about the natural or social worlds
 2. describe or explain how context (e.g., of measurement protocols, theoretical frameworks, and study design) influences the usefulness of the information obtained
 3. describe or explain diverse ways of experiencing the natural or social worlds (observation, comparison, experimentation)

Soc 100 also enables students to accomplish the Information → Knowledge (I→K) transformation through a focus on active-learning centered pedagogies. These pedagogies help students:

- use their Sociological Imagination
- analyze issues from various theoretical perspectives
- compare various sources of information on substantive topics

- Thus, students in Soc 100 develop 4 of the 6 cognitive skills associated with the I→K transformation:
 1. analyze data in its many forms to reveal existing patterns of information
 2. integrate information from multiple sources to develop new knowledge and insights
 3. compare new information to existing knowledge to identify consonance and dissonance
 4. communicate knowledge in written form and, where appropriate, orally, graphically, numerically, symbolically

B3. SOC 100 Course Objectives

This course uses a variety of in-class activities, modified lectures, primary source and textbook readings, and writing exercises, in order to meet the UCC-21 Tier 1 Social Science Domain Course requirements as articulated in the following course-specific learning objectives. The UCC-21 cognitive skills that are listed above will be met via these course objectives.

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

- **identify** and **recognize** key terms, perspectives, and theories in sociology
- **apply** sociological theory to social scenarios; **compare** the various “solutions” to social issues that are proposed by different theories
- **identify** the methods sociologists employ to gather empirical observations of the social world; **recognize** the strengths and weaknesses of each method
- **recognize** cultural diversity and how culture influences behavior; **recognize** the factors that produce cultural change
- **explain** how socialization ensures that individuals act according to the norms of society; **recognize** different forms of socialization; **recognize** and **explain** how agents of socialization function
- **recognize** the various patterns of relationships in society, including groups, organizations, bureaucracies, and social institutions; **identify** and **explain** how different social structures (such as group size) influence social interaction
- **recognize** various ways of defining deviance; **apply** theories of deviance to predict and explain behavior; **identify** how sociologists collect crime data
- **recognize** different forms of inequality, including global, racial, and gender inequality; **identify** patterns of inequality; **explain** how various forms of inequality are empirically measured; **compare** theoretical explanations for inequality
- **recognize** and **explain** how social institutions such as family, education, economy, politics, religion, media, and medicine influence social interaction
- **identify** patterns of population change such as population growth; **recognize** and **explain** the implications of these patterns
- **recognize** factors that produce social change; **explain** and **apply** theories of social movements and collective behavior

B4. SOC 100 Course Content Outline and Format

Introduction to Sociology

- Sociological Imagination

Theoretical Traditions within Sociology

- Functionalism
- Conflict Theory
- Symbolic Interactionism

Research Methods

- Process
- Ethical Considerations

Culture

- Types (material, nonmaterial, etc.)
- Influence on Individuals and Society

Socialization

- Types (childhood, gender, etc.)
- Agents of Socialization
- Influence on Individuals and Society

Social Structure

- Components (groups, bureaucracy, etc.)
- Influence on Individuals and Society

Deviance

- Types (criminal, noncriminal, etc.)
- Theories of Deviance
- Influence on Individuals and Society

Inequality

- Types (economic, social, etc.)
- Sources
- Theoretical Explanations for Inequality
- Influence on Individuals and Society

Social Institutions

- Types (family, economy, etc.)
- Influence on Individuals and Society

Population

- Theories of Population Change
- Influence on Individuals and Society

Social Change

- Types (movements, revolutions, etc.)
- Theories of Social Change
- Influence on Individuals and Society

The course format consists of modified lectures, class discussions, and in-class activities. Students will engage with each other and with the instructor on a regular basis.

B5. Assessment of Student Learning Outcomes

Student learning outcomes will be assessed based on **multiple choice exams, in-class essays and activities, and written assignments**. Multiple choice exams will contain a substantial number of application-based questions designed to measure both content-knowledge and the cognitive transformations associated with UCC-21 (the exact number of application-based, multiple choice questions will be determined by individual faculty members). In-class essays and activities, as well as written assignments, will ask students to use, explain, and/or apply course material in both individual and group settings. **Because several different instructors teach Soc 100 in any given semester and each may want to assess specific UCC cognitive skills differently, below we note possible assessment methods for each learning outcome. Individual faculty members, however, shall decide how best to teach and measure the UCC-21 cognitive transformations so long as they address them all and do so using a variety of assessment methods.**

| UCC-21 Cognitive Skills Addressed in Soc 100 | Example Assessment Methods (this is not an exhaustive list of assessments; it is merely a list of potentials) |
|--|---|
| <i>Experience → Information</i> | |
| 1. explain how to use observation and(or) measurement to obtain accurate information about the natural or social worlds | <ul style="list-style-type: none"> • In-class activities that involve the observation of social phenomena (via video, role playing, instructor example, etc.) and brief written reflections by students • Written assignments that ask students to evaluate various data collection methods (observation, survey, experiment, etc.) and the information they produce |
| 2. describe or explain how context (e.g. of measurement protocols, theoretical frameworks, and study design) influences the usefulness of the information obtained | <ul style="list-style-type: none"> • Written assignments that ask students to compare theoretical treatments (functionalism, conflict theory, etc.) of social issues • In-class activities that ask students to compare research methods (observation, survey, experiment, etc.) and the information they produce • Application-based multiple choice test questions that ask students to compare research methods (observation, survey, experiment, etc.) and the information they produce |
| 3. describe or explain diverse ways of experiencing the natural or social worlds (observation, comparison, experimentation) | <ul style="list-style-type: none"> • In-class activities that involve the observation of social phenomena (via video, role playing, instructor example, etc.) and brief written reflections by students • Written assignments that ask students to compare the experiences of various social groups (rich v. poor, children v. adults, men v. women, etc.) • Application-based multiple choice test questions that ask students to compare the experiences of various social groups (rich v. poor, children v. adults, men v. women, etc.) |
| <i>Information → Knowledge</i> | |
| 1. analyze data in its many forms to reveal existing patterns of information | <ul style="list-style-type: none"> • In-class activities that ask students to use tables, graphs, etc. in order to draw conclusions about social phenomena • Written assignments that involve the analysis and comparison of various data sources for social phenomena • Application-based multiple choice test questions that ask students to analyze tabular or graphical data in order to arrive at the correct answer |
| 2. integrate information from multiple sources to develop new knowledge and insights | <ul style="list-style-type: none"> • In-class activities that ask students to use lecture, reading, and observation data (via video, role playing, etc.) in tandem to arrive at conclusions about social phenomena • Written assignments that ask students to use sociological perspectives to analyze current social issues (as described in websites, news articles, selections in the Soc 100 reader, etc.) |
| 3. compare new information to existing knowledge to identify consonance and dissonance | <ul style="list-style-type: none"> • In-class activities that ask students to compare individual-level and sociological (or structural-level) explanations for social phenomena • Application-based multiple choice test questions that compare contrasting theoretical perspectives and the different conclusions they produce |
| 4. communicate knowledge in written form and, where appropriate, orally, graphically, numerically, symbolically | <ul style="list-style-type: none"> • Written assignments that ask students to use sociological perspectives to analyze current social issues (as described in websites, news articles, selections in the Soc 100 reader, etc.) |

C. WISER+ Designation

Soc 100 will not carry any Wiser+ designations.

D. Course Assessment

The instructors for Soc 100 will use student performance on specific classroom tasks as the primary source of UCC-21 assessment data. Individual instructors will identify the test questions, in-class activities, and course assignments that measure the learning transformations in their classes. Each instructor will then compile summary data to be submitted to the Sociology Core Curriculum Committee. The Sociology Core Curriculum Committee will aggregate these data for submission to the UCC subcommittee.

E. Faculty Qualifications for Domain Courses

Soc 100 is within the traditional Social Sciences domain. All instructors for Soc 100 will hold a Master's or doctoral degree in Sociology or a related field.

F. Supplemental Rationale or Other Statement

Not applicable