GENERAL SOCIOLOGY
Contributed by Renee Hosang-Alleyne, Adjunct Instructor

Required Readings:
2. Supplemental readings

*Course Requirements & Grades/Point system:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Exams – 1 &amp; 2 are open notes ONLY, Exam 3 is closed book and notes with an oral component</td>
<td>210</td>
</tr>
<tr>
<td>Journal/Reflexive Sociology in Practice Project</td>
<td>120</td>
</tr>
<tr>
<td>Class Presence = attendance + in class exercises + self evaluation</td>
<td>70</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
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A = 90-100%, B = 80-89%, C =70-79%, D = 60-69%, F = 0–59%
*To receive a grade in this class all graded work must be completed.

Schedule [subject to change]:
WK 1& 2 (8th & 15th) – Introduction to class, self study – chapters 1 and 2: The Sociological Perspective and Culture.
WK 3 (22nd) & WK 4 (29th) – Self study – Review, chapters 3& 4: Socialization, Social Structure and Social Interaction
WK 5 (Feb 5th) – Self study – Exam 1 (first half), chapters 5: Societies and Social Networks
WK 6 (12th) – Self study – Review, chapter 8: Social Class
WK 7 (19th) – Self study – Review, chapter 7: Social Stratification
WK 8 (26th) – Self study – Review, chapter 6: Race and Ethnicity
WK 9 (Mar 12th) – Self study – Review, chapter 10: Gender
WK 10 (19th) – Self study – Review, chapter 12: Marriage and Family
WK 11 (26th) – Self study - Exam 2 (on chapters 7, 8 and 6), Review Gender, Marriage & Family
WK 12 (Apr 2nd) – Self Study – chapter 13: Education
WK 13 – (9th) – Self Study – Religion
WK 14 – (16th) – Health, Wellness and Social Change, Journal Reflection due
WK 15 – Self evaluation due, Final exam
WK 16 - Last day

Critical Thinking
There is a fundamental emphasis on critical thinking in this course. We will spend some time exploring how that will unfold in this course. However, Broward College as an academic institution has a definition that is at the core of what is expected for student achievement. It is as followed:

Broward College’s Definition of Critical Thinking:
To support Broward College’s Quality Enhancement Plan (QEP), critical thinking is defined as a process of evaluating information by questioning and testing assumptions, accepting and rejecting arguments and/or perspectives, and applying reasoning to make informed decisions.

In general, the goal of this course is to become a competent critical sociological thinker. This means that you will walk away with a definitive understanding of what the sociological perspective means and how it can be utilized in your community and personal life.
<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Teaching &amp; Learning Experiences/Activities/Assignments/Exercises (Ex)</th>
<th>Elements of Thought and/or Intellectual Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Analyze and interpret relevant information</td>
<td>Ex 2 – Group based in class exercise on the Sociological Perspective &amp; Culture</td>
<td>Clarity, Accuracy, Relevance, Logic, Significance</td>
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<tr>
<td>1.2. Explain questions, problems, and/or issues</td>
<td>Ex 1 – The Opener</td>
<td>Clarity, Logic, Significance and Fairness</td>
</tr>
<tr>
<td>1.3. Evaluate information to determine credibility of reasoning</td>
<td>Self-evaluation Ex 2 Ex 4 – Group based in class exercise on Hunters &amp; Gatherers, Group Dynamics and Social Stratification Ex 6 – An individual exercise on the application of theory across social issues Ex 8</td>
<td>Clarity, Fairness, Significance, Logic Ex 4: Clarity, Accuracy, Relevance, Logic, Significance, Fairness Ex 6: Clarity, Accuracy, Relevance, Logic, Significance Ex 8: Clarity, Accuracy, Relevance, Logic, Significance</td>
</tr>
<tr>
<td>1.4. Generate well-reasoned conclusions</td>
<td>Ex 6 Ex 8</td>
<td>Clarity, Accuracy, Relevance, Logic, Significance</td>
</tr>
</tbody>
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Methods of Instruction:

Class Presence
- Comprises of attendance, active and skilled participation which will be guided by in-class exercises and self-evaluation
  - In-class exercises
    - Usually classes will begin with a five (5) minute guided meditation
    - Can take a variety of formats but they may take the format of critical written & oral responses, deep listening, free writing, show and tell, group (think-pair-share) exercises, etc...
    - These are reflective of your knowledge of text material and your lived experience.
    - These will guide active and skilled participation.
    - To be completed in 20 minutes or less.
    - These exercises are worth a third of the total class presence points.
  - Self-Evaluation
    - This is where you make a judgment on what your final grade should be. Your decision will be based on the criteria provided in class and reference your contribution throughout the semester.
    - Worth a third of the total class presence points.
    - Due: week 15 – month, day, year
  - Attendance: regular presence in class is expected
  - Class presence is worth about 20% of final grade.

Exam
- Exams are cumulative.
- Please be on-time for exams. Please do not miss exams; they can be very difficult to make up. However, in the event that you need to make up an exam you must present a credible explanation for being absent.
- Exam is worth about 50% of final grade.
- A note about Exam 3 - Will be administered in two (2) parts.
  - Part 1: Answered as True (T)/False (F) and matching; primarily tests text material
  - Part 2: Oral presentation; primarily tests the depth of understanding text material and its application to the lived experience, worth 10% of exam 3
    - A maximum of four (4) questions per student will be asked.
    - Each student will be privy to all oral questions before they begin only on the day of exam.
Journal/Reflexive Sociology in Practice Project

- This portion of the class meets the writing requirement.
- Journal
  - Will be guided by issues/topics discussed in class.
  - Each entry must have a date and time at top of the page.
  - Entries can be a continuation of a previous entry or a whole new thing.
    - The goal is “opening oneself inward” so that you can see you.
  - Entries could be written, pictures, drawings, etc… If entries are made as pictures or drawings they need to be accompanied by a written anecdote.
  - Worth about 30% of final grade.
  - Due week 14 – month, day, year
- See further details attached to syllabus

Note: All assignments and in-class exercises are assessed for specific intellectual standards.

Special Needs: Students having special needs as defined by the Americans with Disabilities Act should:

- Notify the Office of Disability Services as early in the term as possible. It is the student's responsibility to contact the Disability Support Office prior to document disability prior to receiving services.
- Notify the instructor after you have contacted the Office of Disability Services so that the instructor can consult with the Office of Disability Services to discuss what reasonable accommodations would be appropriate for your situation.

Academic Honesty

- Each student's academic work must be the result of his or her own thought, research, or self-expression.
- Cheating includes, but is not limited to: copying the work of another person (plagiarism) or permitting your work to be copied by another person, discussing test answers or questions with people who have not completed the test, distributing assignment materials to other students, poses sing course materials that have not been formally released to students in the course, and collaborating on the completion of assignments not specifically designated in the syllabus as being group projects”.
- Cheating will be considered a breach of BC's Code of Conduct Policy and may result in academic penalties (zero points on the assignment/test in question, a failing grade for the course), disciplinary action, and/or a referral to the Dean of Student Affairs. Examples 1) if it appears that two or more students have submitted the same material for any solo assignments, each student involved will receive zero points for that assignment. 2) If it appears that a student has copied an assignment from published material (including Internet sites), the student will receive zero points for that assignment.

Course Prerequisites

Students: To maximize your chances for success in this course, make sure that you meet the following course prerequisites:

- **Course Prerequisites and Co-requisites:**
  - To have passion, enthusiasm, motivation and will. Also, engage your English writing skills and utilize netiquette.
- **Other Requirements**
  - You'll need a BC email address.
  - Obtain a County Library Card or University/College Library Card. You will need either a County Library Card which you may obtain at either North Campus or South Campus Library or a University/College Library Card from the Central Campus Library. These cards will allow you to use select library databases. (optional)
Critical Event Procedure:

In the event of a school closing due to weather or other major event that might impact class schedules, the instructor will post an announcement indicating what changes, if any, the event will have on the course schedule and due dates.

Withdrawals:

If you stop participating in class discussions, submitting assignments or fail to take quizzes or tests prior to the withdrawal date, you will be administratively withdrawn from class and receive a W or, if it is your third attempt, an F.

If you stop participating after the withdrawal date, (see academic calendar) you will receive a WF that will then be computed as an F in your GPA. To avoid this situation, you should remain an active learner in this class and always communicate extenuating circumstances to me. Ongoing communication with the instructor is critical to your course success. I will use completion of tests, assignments, and other class activities as indicators of your participation in order to satisfy this reporting requirement.

Journal/Reflexive Sociology in Practice Project

“The social world, therefore, is to be known not simply by “discovery” of some external fact, not only by looking outward, but also by opening oneself inward. Awareness of the self is seen as an indispensable avenue to awareness of the social world. For there is no knowledge of the world that is not a knowledge of our own experience with it and our relation to it” (Alvin Gouldner 1970 in The Coming Crisis of Western Sociology).

Objective:

This assignment requires that you assess your world view, deconstructing it from the outside in and the inside out. You are asking, who am I in this society? What is my relationship to this world, how do I define it, and how do I demonstrate or illustrate this relationship? How do I feel about this relationship? Is there room for growth, where and how do I begin or continue?

Learning Outcome:

- Exercise writing
- Intimate knowledge of fundamental sociological concepts
- Harness explanatory skills. Be able to explain, in your own words, fundamental sociological concepts.
- Gain clarity on the differences and similarities of sociological theories and concepts. Apply sociological thinking appropriately.
- Know the limitations of the discipline in general. In addition, know the limitation of theoretical applications to social issues.
- Evaluate the usefulness of theoretical approaches and concepts.
- Become sociological thinkers by deliberating over the connectivity of personal troubles and public problems
- Move beyond limitations of theoretical approaches to generating alternative applications that may not be presented in the text.

It is expected that there will be many questions that will evolve out your narrative of self but it will be important to write them down and keep track of where the journey takes you.

Format:

- Entries will be guided by issues/topics discussed in class.
- Each entry must have a date and time at top of the page.
- Entries can be a continuation of a previous entry or a whole new thing.
  - The goal is “opening oneself inward” so that you can see you.
- Entries can include pictures, drawings, etc… If entries are made in pictures or drawings they should be accompanied by a written representation.
Entries:

1. What is sociology? Explain how sociology fits into your professional and personal interests. Why is it important to study this discipline?

2. What is beauty? What is beautiful to you? In what ways do you think Culture has influenced your perception of beauty? Explain by providing an example.

3. Tell a story: Create a narrative about what we learned about the founding theorists. Which theorists were left out the discipline at first? Which theorist do you like

4. What groups have been most influential in your life? When you think of your values, have they changed or remained the same of the years? Explain

5. Do some online research on untouchability? Define it, what are the consequences of this status? What are some ways we practice untouchability across the globe?

6. You are a deviant! Do you agree? Describe some ways in which you are a deviant in everyday life. If we are all deviants, why is it necessary for us to conform?

7. What does race mean to you? How important do you think race is to your everyday experiences? How do you make sense of the existence of race? Which sociological theories seem to best explain how race is experienced in everyday life? Explain.

8. Previously in number 2, you thought about beauty in a very general sense, now how is gender, race or ethnicity instrumental in your construction of beauty personally? How do you think society defines your beauty, do you feel specific expectations for your gender and race?

9. Freebie: Your choice of entry. For you have the freedom to extend a previous entry or respond to an issue that has been discussed in class.

10. Final assessment: After a semester of sociology, can you now reassess the value of the knowledge gained from this class? How can you use what you learned in this class in your professional and everyday life? Clearly state what you think your relationship is with your community? In what ways can the various theoretical perspectives that you were exposed to help you or us become a more peaceful, tolerant, and compassionate society?