



## **Soci 1301 102 CL-COM LRC 255**

### **Introductory Sociology**

**Fall 2021**

**9:30 AM to 10:50 AM Tuesdays & Thursdays**

**Instructor:** Luis Sabido lsabido@com.edu; 409-933-8374

**Student Hours:** Mondays (Online-9:30 AM to 10:40 AM); Wednesdays (Online-9:30 AM to 10:45 AM) & Mondays and Wednesdays (Office-12:30 PM to 1:35 PM); Tuesdays and Thursdays: (Online-11:00 AM to 11:40 AM); Tuesdays (Office-11:40 AM to 12:25 PM); Thursdays (Office-11:40 AM to 12:30 PM). Suite A-225.

**Required Text for Soci 1301:** Thompson, William E., Hickey, Joseph V., Thompson, Mica L. *Society in Focus: An Introduction to Sociology*, 9th Edition (Required). It is important that you purchase the required textbook.

**Course Description:** Introduction to the scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance.

**Course Requirements:** The basic structure of this class is a lecture class carried out in a face-to-face manner which means that students enrolled in the class must attend all face-to-face classes. Content material for the course will also appear in the Blackboard section of the course.

The introductory assignment, six quizzes, the three discussion questions, the two major assignments, and the extra-credit reflection paper or the extra-credit alternative opportunity will be turned in through the Blackboard system. The four major tests or exams will be administered in the classroom.

If College of the Mainland's Administration decides to suspend face-to-face classes due to the Covid-19 pandemic or some other emergency, I will have live lectures of the course via Microsoft Teams.

I would also like you to review the course's grading criteria, which is on **page 6** of the course syllabus. The grading criteria will help you determine the number of points that each assessment tool awards. Here are the course's requirements:

**1. An Introductory Task or Assignment:** Your first introductory task or assignment is worth 25 points. **Please pay attention to the introductory assignment due date in the course syllabus.**

**2. Quizzes:** Six quizzes, at 15 points each, will be offered. Quizzes are short and they will help you do well on your major Unit tests. You will receive 1 point for each question on the quiz that you correctly answered. Each quiz will consist of 15 questions. You will have 15 minutes to complete each quiz. **Please pay attention to the due dates of the six quizzes in the course syllabus.**

**3. Tests:** Four major tests will be offered, at 50 points each. Each test will consist of fifty questions. You will receive 1 point for each question that you answered correctly on each major test. Tests will be administered in the classroom according to the test dates in the course syllabus.

Each unit test will consist of multiple-choice questions, true or false statements, matching terms, and short-answer questions. Please refer to the Course Outline section (**page 8 to page 14**) of this syllabus to view the chapters from which I may pull out examination material. For each of the four major tests, you will have **study mate files and a review list**. You will be given one hour and twenty minutes to complete each major test.

Review lists include important sociological vocabulary words from your textbook's chapters, which are relevant to course outcomes. These lists should serve as study guides; however, successful test or exam outcomes will also depend on the completion of other course requirements that are listed in this course syllabus.

**Please pay attention to due dates of the four major tests in the course syllabus.**

**4. Discussion Questions:** There will be a total of three discussion questions. The first two discussion questions are worth 25 points. The third discussion question is 35 points. The purpose of discussion questions is to facilitate interactive social dialogue and discourse on a variety of assigned social topics and issues.

Discussion questions will be drawn from a variety of reading materials including my lecture notes, the course textbook, and other materials.

**Please pay attention to the due dates of the discussion questions due date in your course syllabus.**

**5. Two major assignments:** There will two major assignments in this course.

**The two assignment papers will address the following Student Learner Outcomes and Core Objectives:**

1. Compare and contrast the basic theoretical perspectives of sociology. Critical Thinking Skills. (Assignment #1-culture-graded student work but not submitted for data collection)
6. Develop, interpret, and express ideas on a Soci 1301-related topic through written communication. Communication skills-writing. (Assignment #2-autobiography)

Assignment One will require you to interview a friend or family member about his or her culture. Your friend's or family member's culture should be different from your culture.

Assignment Two consists of you writing your own autobiography or memoir.

Please note that each paper assignment is mandatory and is a major requirement of the course. In other words, each student must submit the two major assignments.

**Furthermore, a student will not be eligible to turn in the three-article reflection paper extra-credit opportunity or the alternative extra credit opportunity if he or she does not turn in the two major assignments.**

You will write at least three pages for each assignment. Each assignment paper must be typed (Word document), double-spaced, Times New Roman font, and 12-point font size.

For Paper # 1-observation of culture, you must use APA style and you will be provided with sources in Blackboard to argue the use of a relevant theoretical perspective to explain the cultural elements of your family member's or friend's culture.

Paper #2-autobiography is a personal essay paper and does not require APA style.

### **Assignment Paper #1-Culture Paper)**

Assignment One will require you to interview a friend or family member about his or her culture. Your friend's or family member's culture should be different from your own culture.

You may draw your observations from past interactions with your friend's or family member's culture. Perhaps you remember these interactions very well and they probably took place before the global pandemic hit our shores. I can still remember attending many multicultural events with my friends and family. These events allowed me to obtain a close-up view of their unique and different cultures.

To practice social distancing and to take safety precautions, I want you to feel free to use any social media tool that you may have at your disposal. Thus, you may want to ask your friend or family member questions about their culture via Messenger (Facebook), Twitter, Instagram, Facetime, WhatsApp, Zoom, Microsoft Teams, etc. Feel free to use any other type of social media tool to interact with a friend or family member to obtain relevant information for your paper.

The purpose of interviewing a friend's or family member's culture is to familiarize oneself with a different culture. When society's members interact with other cultures, mutual understandings are formed or created. This will lead to better social interaction between cultural groups.

Furthermore, culture provides the foundation or blueprint of society. It is also the glue that holds society together and culture also provides the foundation of human behavior.

Later, I will include sources in the Blackboard section of the course to help you identify and relate the culture of your friend or family member to a relevant or specific theoretical

(sociological perspective). In doing so, you will be explaining culture through a particular theoretical perspective used in sociology.

Assignment paper #1-observation of culture, must be typed, double-spaced, Times New Roman font, 12- point font size, and at least three pages in length (excluding the title page and reference page). You will submit your paper in Blackboard as a Word document using APA writing style.

Culture paper: 50 points

Culture paper period to submit available in Blackboard on **9/21/2021 at 11:00 AM and is due on 10/5/2021 at 11:59 PM .**

No late assignments will be accepted. Please review my late work policy in the course Syllabus.

### **Assignment Paper #2 (Communication-writing paper)**

You will write a three-page autobiography. Your autobiography will cover a meaningful social experience or experiences in your life. The social experience or social experiences should be about something meaningful that happened in your life. In your three-page autobiography, feel free to discuss your own meaningful experiences (for example, your experiences with food, image, going to work, going to school, participating in a student club, life during the global pandemic, helping a young child learn to read, helping your parents, and or helping the poor or people in need, etc.).

It is important that your autobiography or personal memoir is filled with personal examples of your meaningful social experience. This will allow me to determine how well you are able to connect your personal examples or experiences to the broader public issues affecting the larger or broader society. Native Texan sociologist, C. Wright Mills invented the term 'sociological imagination'. According to C. Wright Mills the sociological imagination allows individuals to see how personal issues or experiences are connected to the larger or broader public issues impacting the rest of society. Furthermore, whenever you use your sociological imagination, you will be able to understand how your own personal experiences are being shared by other members of society.

Assignment paper #2-autobiography paper must be typed, double-spaced, Times New Roman font, 12- point font size, and at least three pages in length.

Please submit your paper as a Word document in Blackboard.

Later, I will make available a resource link in Blackboard that you may access to help you with Memoir writing.

Communication (writing) paper: 50 points

Communication (writing) paper period to submit available in Blackboard on **11/2/2021 at 11:00 AM and is due on 11/16/2021 at 11:59 PM.** No late assignments will be accepted. Please review my late work policy in the course Syllabus.

**6. Extra-credit opportunity** (you may only choose one of the two extra-credit options or opportunities).

Extra-credit Reflection Paper assignment opportunity. This is an extra-credit and optional assignment with a 45 points value. To be eligible for this extra-credit opportunity, you must turn in the two major assignment papers (Assignment Paper #1 and Assignment Paper #2).

Sociological issues or problems are addressed daily by numerous media outlets, for example, newspapers and social media. The purpose of the extra-credit assignment is for you to develop the use of your “sociological imagination” and to relate any sociological issue or concept covered in the course to newspaper story that covers or address the sociological issue or concept.

You will find three articles published in major newspapers across the United States (for example, the Houston Chronicle, Galveston Daily News, the New York Times, and the Washington Post). You will write a reflection paper on each article to describe and explain how the article addresses a sociological issue or concept that was covered in class.

I strongly recommend that each news article is not more than three months old.

Each reflection paper will earn you 15 extra-credit points. However, you must turn in all three reflection papers to fulfill the extra-credit grading assignment opportunity, which is 45 points.

Each reflection paper should not be more than one page in length. Your paper should be typed, double-spaced, size font not greater than 12. You must use Times New Roman, one-inch margins top, bottom, and left and right sides. The three-paper extra-credit reflection paper will be turned in through Blackboard.

**OR Extra-credit alternative assignment opportunity:**

This is an extra-credit alternative assignment opportunity with a 45 points value. You will write a paper on your reading experiences to a child or a group of children. The child that you read to may or may not attend school. Feel free to use reading books that you have at home to participate in this reading opportunity.

When young adults or adults read to children in a fun environment, important bonding skills are attained. These skills will help children recognize the importance of reading through the modeling of essential reading behaviors. Conformity-oriented behaviors are also achieved through this type of experience.

Your paper should include the experiences you acquired in reading to young children. In your paper, you should also include the title of the book that you selected; what the book is about; the age or ages of the child or children that you read to; the kinds of questions you utilized to probe their understanding; and, how the child or children reacted to your reading of the story.

Relevant sociological concepts and theoretical perspectives discussed throughout the semester should also be included to sociologically explain your experiences.

Your extra-credit reading opportunity paper should be at least three pages, typed, double-spaced, and size font not greater than 12. You must use Times New Roman, one-inch margins top,

bottom, and left and right sides. The extra-credit reading opportunity will be turned in through Blackboard. I will make available the instructions for the extra-credit opportunity later in the semester (in Blackboard).

**Period to submit extra-credit Reflection Paper or extra-credit reading to young children opportunity:** available in Blackboard on **11/16/2021 at 11:00 AM** and is due on **11/30/2021 at 11:59 PM**.

**Determination of Course Grade/Detailed Grading formula:**

Introductory Assignment @ 25 points each=25 points

4-unit tests @ 50 points each =200 points

6 Quizzes @ 15 points each=90 points

2 Major Paper Assignments @ 50 points =100 points

2 Discussion Papers @ 25 points each=50 points & 1 Discussion Paper @35 points

Total points awarded=500 points (excluding extra credit)

3 article Reflection Paper or Alternative extra-credit= 45 points (extra-credit)

**Grading Scale:**

450 to 500 = A

400 to 449 = B

350 to 399 = C

300 to 349 = D

299 below = F

**Tardiness Policy:** It is also the student's responsibility to complete and turn in all assignments on the scheduled due date. No late assignments and discussion questions' postings will be accepted. No online make-ups will be offered on quizzes and major tests.

**Make-up policy:** Make-up unit tests will not be administered online. There will also be no online make-up quizzes administered in this course.

**Attendance Policy:** To pass this face-to-face class or course, it is very important that you attend class frequently, that is twice a week for the entire fall 2021 semester. You should also expect to spend at least 10 hours a week in this course reviewing and reading corresponding course content and other course materials as well as at least five to ten hours a week outside of the course studying for tests or quizzes and preparing course assignments. The discussion component of the course also requires you to engage with your fellow students or internet classmates in constructive dialogue.

**Communicating with your instructor:** ALL electronic communication with the instructor must be through you're the Course Messages link in Blackboard. You may also send me an e-mail through your COM e-mail. Due to FERPA restrictions, I cannot share any information about performance in the class through other electronic means.

**Student Learner Outcomes: Upon successful completion of this course, students will:**

1. Compare and contrast the basic theoretical perspectives of sociology. This course-level outcome maps to Critical Thinking Skills Core Objective.
2. Identify the various methodological approaches to the collection and analysis of data in sociology. This course-level outcome maps to Empirical Quantitative Data Skills Core Objective.
3. Describe the key concepts in sociology. This course-level outcome maps to the Critical Thinking Skills Core Objective.
4. Describe the empirical findings of various subfields of sociology. This course level outcome maps to the Empirical Quantitative Skills Core Objective.
5. Explain the complex links between individual experiences and broader institutional forces. This course level outcome maps to the Social Responsibility Skills Core Objective.
6. Develop, interpret, and express ideas on a Soci 1301—related topic through written communication. This course-level outcome maps to the Communication Skills Core Objective.

**Table Mapping SLO's, Core Objectives, and Assignments:**

| <b>Student Learner Outcome</b>   | <b>Maps to Core Objective</b>         | <b>Assessed via this Assignment</b> |
|--|---------------------------------------|-------------------------------------|
| 1. Compare and contrast the basic theoretical perspectives of sociology.                               | Critical Thinking Skills (CT)         | Paper                               |
| 2. Identify the various methodological approaches to the collection and analysis of data in sociology. | Empirical Quantitative Data (EQD)     | Exam                                |
| 3. Describe key concepts in sociology.   | Critical Thinking Skills (CT)         | Exam and Quiz                       |
| 4. Describe the empirical findings of various subfields in sociology.                                  | Empirical Quantitative Data (EQD)     | Discussion Paper                    |
| 5. Explain the complex links between individual experiences and broader institutional forces.          | Social Responsibility (SR)            | Discussion Paper                    |
| 6. Develop, interpret, and express ideas on a Soci   | Communication Skills (CS)<br>-writing | Paper                               |

|   |  |  |
|---|--|--|
| 1301—related topic through written communication. |  |  |
|---|--|--|

**Academic Dishonesty:** Maintain good Scholastic Honesty: College of the Mainland is committed to a high standing of academic integrity among its students and faculty. Academic dishonesty is not a good study habit. Dishonesty consists of cheating and or collusion among students on exams, and plagiarism on written assignments. Dishonesty will result in a zero grade for any test or assignment. There is no negotiation or compromise on these matters.

Furthermore, any incident of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty – such as cheating on exams is an extremely serious offense and will result in a **grade of zero** on that exam and the student will be referred to the Dean of Students for the appropriate discipline action.

**Student Concerns:** If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Dr. Shinya Wakao, Chair of the Social and Behavioral Sciences Department at 409-933-8212 or [swakao@com.edu](mailto:swakao@com.edu)

### **Course Outline:**

Reading Assignments: Students are responsible to complete all reading assignments (lecture notes and textbook chapters as instructed.)

Be on task! Don't let the work get ahead of you!

Below is a schedule of topics and chapter readings in the course. It is a course outline of expected readings and provides you with a general overview of the course readings and course schedule.

### **Week One**

**8/24/2021**

Introductions and Review of Course Syllabus and Instructions

### **Chapter One-Discovering Sociology**

Sociology and the Sociological Imagination

Introductory Assignment of Chapter One—make available in Blackboard on **8/24/2021 at 11:00 AM and is due on 8/26/2021 at 11:59 PM.**



**8/26/2021**

The Development of Sociology and Modern Sociological Perspectives: Structural-Functionalist, Conflict, Symbolic-Interactionist, and Feminist

**Week Two**

**8/31/2021**

**Continuation of Chapter One-Discovering Sociology**-The Development of Sociology and Modern Sociological Perspectives: Structural-Functionalist, Conflict, Symbolic-Interactionist, and Feminist.

Discussion Question #1 of Chapter One-Major use of the theoretical perspectives—make available in Blackboard on **8/31/2021 at 11:00 AM and is due on 9/7/2021 at 11:59 PM.**

Review for Quiz #1 of Chapter One-Discovering Sociology

**9/2/2021**

**Quiz #1** of Chapter One-Discovering Sociology becomes available in Blackboard on **9/2/2021 at 11:00 AM and is due on 9/2/2021 at 11:59 PM.**

**Chapter Two-Doing Sociology**

The Relationship between Sociology and Science

Theory Building Process

The Scientific Method

**Week Three**

**9/7/2021**

**Continuation Chapter Two-Doing Sociology**

Aims of Research and Research Designs

Relationship between Theory and Methods

Review for Quiz #2 of Chapter Two-Doing Sociology

**Chapter Three-Culture**

Culture and Society-Talcott Parsons Culture Theory

Non-Material and Material Components of culture

***9/9/2021***

**Quiz #2** of Chapter Two-Doing Sociology becomes available in Blackboard on **9/9/2021 at 11:00 AM** and is due on **9/9/2021 at 11:59 PM**.

**Continuation of Chapter Three-Culture**

Culture Shock, Ethnocentrism, Cultural Relativism, and the Relativist Fallacy

**Week Four**

***9/14/2021***

**Continuation of Chapter Three-Culture**

Theoretical Perspectives of Culture

**Review for Test #1**

***9/16/2021***

**Test #1** covering chapters one, two, and three will be administered and taken in class.

**Week Five**

***9/21/2021***

**Chapter Four-Socialization**

Importance of Socialization and Theories of Socialization: The Self, The Looking-Glass Self, and The Situated-Self

Agents of Socialization

***9/23/2021***

**Continuation Chapter Four-Socialization**

Child and Adult Theories of Socialization

Desocialization and Resocialization

**Week Six**

***9/28/2021***

**Continuation Chapter Four-Socialization**

Theoretical Perspectives of Socialization

Review for Quiz #3 of Chapter Four-Socialization

***9/30/2021***

**Quiz #3** of Chapter Four-Socialization becomes available in Blackboard on **9/30/2021 at 11:00 AM** and is due on **9/30/2021 at 11:59 PM**.

### **Chapter Five-Social Interaction**

Understanding the basic components of Social Structure

Status, Role, Social Network, and Social Institution

### **Week Seven**

***10/5/2021***

### **Continuation Chapter Five-Social Interaction**

Micro and Macro level theories of social interaction

Theoretical Perspectives of Social Interaction

***10/7/2021***

### **Chapter Six-Social Groups**

Types of Social Groups

### **Week Eight**

***10/12/2021***

### **Continuation Chapter Six-Social Groups**

Small Group Dynamics

The Bureaucracy and Social Change

Review for Quiz #4 of Chapter Six-Social Groups

**Quiz #4** of Chapter Six-Social Groups becomes available in Blackboard on **10/12/2021 at 11:00 AM** and is due on **10/12/2021 at 11:59 PM**.

### **Review for Test #2**

***10/14/2021***

**Test #2** covering chapters four, five, and six will be administered and taken in class.

## **Week Nine**

***10/19/2021***

### **Chapter Seven-Deviance and Conformity**

Understanding Deviance and Conformity

Popular and Historical Explanations of Deviance

Sociological Explanations of Deviance

***10/21/2021***

### **Continuation Chapter Seven-Deviance and Conformity**

Social Control Mechanism in the Criminal Justice System

Discussion Question #2-Is there social inequality in the criminal justice system? make available in Blackboard on **10/21/2021 at 11:00 AM and is due on 10/28/2021 at 11:59 PM.**

Review for Quiz #5 of Chapter Seven-Deviance

## **Week Ten**

***10/26/2021***

**Quiz #5** of Chapter Seven-Deviance becomes available in Blackboard on **10/26/2021 at 11:00 AM and is due on 10/26/2021 at 11:59 PM.**

### **Chapter Eight-Social Stratification**

Understanding Social Stratification and Determining Social Class Ranking

Social Classes in the United States-Is Social Mobility a Myth?

***10/28/2021***

### **Continuation of Chapter Eight-Social Stratification**

Life Chances in Society

Theoretical Perspectives of Social Stratification

## **Week Eleven**

***11/2/2021***

### **Chapter Ten-Race**

Understanding Race and Ethnicity

Theories of Prejudice and Discrimination

***11/4/2021***

**Continuation of Chapter Ten-Race**

Discrimination and Prejudice in Current United States Society

**Week Twelve**

***11/9/2021***

**Continuation of Chapter Ten-Race**

Minority/Majority models of social interaction

**Review for Test #3**

***11/11/2021***

**Test #3 covering chapters seven, eight, and ten** will be administered and taken in class.

**Week Thirteen**

***11/16/2021***

**Chapter Twelve-Age and the Elderly**

Significance of Gerontology and the Aging Process

Normative System for the Elderly

***11/18/2021***

**Continuation Chapter Twelve-Age and the Elderly**

Diversity in Global Aging and Theoretical Perspectives of Aging

Review for Quiz #6 of Chapter Twelve-Aging

Discussion Question #3 of Chapter Twelve-Aging—make available **on 11/18/2021 at 11:00 AM in Blackboard and is due on 11/23/2021 at 11:59 PM.**

**Week Fourteen**

***11/23/2021***

**Quiz #6** of Chapter Twelve-Aging becomes available in Blackboard on **11/23/2021 at 11:00 AM and is due on 11/23/2021 at 11:59 PM.**

## **Chapter Thirteen-The Family**

The Family as a Social Structural Unit and Origins of the Family

### **Week Fifteen**

***11/30/2021***

#### **Continuation Chapter Thirteen-The Family**

Current Trends in the American Family

Theoretical Perspectives of the Family

***12/2/2021***

## **Chapter Fourteen-The Education System**

Comparative Global United States Education

Current Trends in United States Education

Theoretical Perspectives of United States Education System

### **Review for Test #4**

### **Week Sixteen**

***12/7/2021***

**Test #4 covering chapters twelve, thirteen, and fourteen** will be administered and taken in class.

**Grade Appeal Process:** Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook.

[https://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2019-2020v7.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v7.pdf)

An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.

[https://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2019-2020v7.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v7.pdf)

**Academic Success & Support Services:** College of the Mainland is committed to providing students the necessary support and tools for success in their college career. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

**ADA Statement:** Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or [hbankston@com.edu](mailto:hbankston@com.edu). For summer 2020, disability services are offered virtually. The Office of Services for Students with Disabilities is in the Student Success Center in the student center.

**Counseling Statement:** Any student that is needing counseling services is requested to please contact Holly Bankston in the Student Success Center at 409-933-8520 or [hbankston@com.edu](mailto:hbankston@com.edu).

Counseling services are available in the student center for free. Appointments are strongly encouraged. However, some concerns may be addressed on a walk-in basis.

<http://www.com.edu/counseling>

**Textbook Purchasing Statement:** A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Withdrawal Policy:** Students may withdraw from this course for any reason prior to the last eligible day for a “W” grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are only permitted to withdraw six times during their college career by State law. **The last day to withdraw for the fall 2021 semester is November 19.**

**FN Grading:** The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor.

**Early Alert Program:** The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer for you to meet your academic goals.

**COVID-19 Statement:** All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland’s Coronavirus Information site at [www.com.edu/coronavirus](http://www.com.edu/coronavirus). In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance, when

possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit [com.edu/coronavirus](https://www.com.edu/coronavirus) for future updates.

If you were exposed to someone who has Covid-19, please click on the following link to self-report:

<https://www.com.edu/coronavirus/>

#### Student Success Tips:

1. Log in frequently.
2. Read weekly course announcements.
3. Read lecture notes and chapter readings in course textbook.
4. Study lecture notes.
5. Use the study guides for each unit test.
6. Use the study technique that works best for you (highlighting, flashcards, and study groups).
7. Use the Study Mate activities and review lists to prepare for quizzes and tests.
8. Make use of office hours.
9. Take advantage of the extra-credit opportunities.
10. E-mail me at any time whenever you have questions or concerns.

**Benefits of taking this course:** This course (a) meets the requirements of a college transfer course for four-year degree programs (b) prepares students for upper-division coursework in sociology (c) prepares students for the academic rigors of upper-division coursework in the social sciences (d) prepares students in developing their critical thinking skills.

**Brief Background of Sociology:** Sociology was born in the United States because of profound social changes during the decades of the 1920's, 1930's and 1940's. The Chicago School at the University of Chicago was the leading Sociology department in the United States and played an important role in studying the impact of industrialization and urbanization. Sociologists at the Chicago School contributed significantly to the evolution of the Symbolic-Interaction perspective, which was used to understand and explain how social forces were influencing the disorganization of society and the creation of unprecedented social problems.

Sociology has three key areas. These are theory, methodology, and content. Methodology refers to the methods used in collecting data so that we can theorize about some aspect of human behavior within a societal context. Content, on the other hand, refers to the knowledge because of the marriage between theory and methodology.

A theory is a set of propositions that are conceptually joined with the potential of verification and generalization. A theory may also be referred to as a theoretical perspective, which is a viewpoint or a particular way of looking at things relating to human behavior. From this we can, see how both areas complement each other to create content.



The purpose of a theoretical perspective is to describe, explain, and predict social behavior. Most theories or theoretical perspectives appear to be right, and people accept them until they have been tested.

Throughout the delivery of this course, four major theoretical perspectives will be used to analyze human behavior within a social framework. The following sociological perspectives with their corresponding founders will be covered during the semester:

### **Theoretical Definitions and Founding Contributors**

The Structural Functionalist perspective views society as consisting of interrelated parts, each which serves as a function that ideally contributes to the overall stability of society. Contributing Sociologists: Auguste Comte, Herbert Spencer, Emile Durkheim, Talcott Parsons & Robert Merton

The Symbolic-Interaction perspective views social meaning as arising through the process of social interaction and the use of symbols in giving meaning to human communication. Contributing Sociologists: George Mead, Herbert Blumer, Erving Goffman, George Homans, Peter Blau, Alfred Schultz, and Harold Garfinkel.

The Conflict perspective views society as composed of diverse groups with conflicting values and interests. Furthermore, this perspective argues that groups conflict with one another due to differential access to scarce resources, which can and do produce varying levels of power, prestige, and wealth. Contributing Sociologists: Karl Marx, George Simmel, Max Weber, C. Wright Mills, Lewis Coser, and Ralf Dahrendorf.

The Feminist perspective analyzes and explains human behavior from a gender focused view. In explaining how gender is rooted into the operation of society, Feminism incorporates the symbolic interaction, conflict, and structural functionalist perspectives into its theoretical propositions.