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Principles of Sociology

North Carolina Agricultural and Technical State University

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NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

COURSE SYLLABUS

College Name: College of Health and Human Services
Department Name: Sociology and Social Work
Course Name: Principles of Sociology

COURSE INFORMATION

- Course Number/Section: SOCI 100
- Term:
- Semester Credit Hours: 3
- Times and Days:
- Class Location:

INSTRUCTOR CONTACT INFORMATION

- Instructor:
- Office Location:
- Office Phone:
- Email Address:

Faculty must notify students of the approximate time and method they can expect to receive an answer to all communications (e.g., email, phone, course messages). Excluding holidays, the response should be provided within 48 hours.

If there's a graduate teaching assistant assigned to work with this course, please include their names also.

STUDENT HOURS

These are times students may visit the professor without an appointment to request the assistance they need.

NOTE: Students are responsible for reading, understanding, and following the syllabus.

: AM ☐ / PM ☐ – : AM ☐ / PM ☐

Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ☐

COURSE PREREQUISITES

None

COURSE DESCRIPTION

Basic concepts and principles in sociology as they are used to examine patterned and recurrent forms of social behavior will be studied.

STUDENT LEARNING OBJECTIVES/OUTCOMES (SLO)

Learning outcomes should be specific, measurable, and focused on the content knowledge the students are expected to master and not what the faculty will teach.

If the course is a General Education Course, the SLO should be listed and labeled as "General Education."

SLO 1: Apply critical thinking skills to their lives and future professions.

SLO 2: Understand, evaluate, apply basic methods, and comprehend the process of basic sociological concepts, major theories and theorists.

SLO 3: Comprehend and analyze the roles of culture and cultural diversity in the ways they affect groups and individuals lives through the various components (knowledge, beliefs, norms, values, laws, and language)

SLO 4: Understand society (status, roles, and groups) and comprehend the roles of various institutions (family, religion, education economics, and politics), social and institutional changes, and use theoretical frameworks to understand human development and behavior across the life span.

SLO 5: Comprehend the dynamics of global interdependence and systemic inequality within the U.S. and globally as it relates to social policy.

SLO 6: Detailed discussion and lectures will be implemented to provide a thorough understanding of the 10 core objectives:

- a. Differentiate the structural functionalist, social conflict, and symbolic interaction paradigms.
- b. Examine the characteristics and components of culture and society.
- c. Analyze the process of socialization.
- d. Illustrate the relationship between conformity, deviance, and social control.
- e. Explore sources of stratification by gender and age, the family, intimate relationships, and social, race and ethnic inequality.

REQUIRED TEXTBOOKS AND MATERIALS

Any course-level subscriptions and tools linked in Blackboard Learn learning management system (LMS) should be listed here. The Blackboard LMS must have links to their student data privacy statement.

REQUIRED TEXTS:

Ferrante-Wallace, J. (2015). *Sociology: a global perspective*. Cengage Learning.

REQUIRED MATERIALS:

SUGGESTED COURSE MATERIALS

SUGGESTED READINGS/TEXTS:

SUGGESTED MATERIALS:

GRADING POLICY

ASSIGNMENTS AND GRADING POLICY

94% and above	A		76% - 74%	C
93% - 90%	A-		73% - 70%	C-
89% - 87%	B+		69% - 67%	D+
86% - 84%	B		66% - 64%	D
83% - 80%	B-		63% - 60%	F
79% - 77%	C+			

For GRADUATE COURSES: See 2019-2020 Graduate Catalog p.38 for graduate grading scale and Non-Graded Courses

GRADING ALLOCATION

Course grades are based on a weighted grading scale of 100%. The breakdown for the course is as follows: *[Faculty, please adjust according to your course.]*

Category	# of Activities	Percentage Grade Weight
Discussion Board	15	20%
Quizzes	15	30%
Chapter Summaries (PPT)	TBA	15%
Social Movement Profile Presentation	1	15%
Exam	1	20%
Total	32	100%

COURSE POLICIES

USE OF BLACKBOARD AS THE LEARNING MANAGEMENT SYSTEM

Blackboard is the primary online instructional and course communications platform. Students can access the course syllabus, assignments, grades, and learner support resources. Students are encouraged to protect their login credentials, complete a Blackboard orientation, and log in daily to the course.

Note: Uploading assignments through Blackboard presents a challenge for Chromebook users in locating the files for submission. If you use a Chromebook, please be sure you also have access to a Mac computer or Windows computer so you can fully participate in your Blackboard class. For more information about student computer recommendations, please visit <https://hub.ncat.edu/administration/its/computer-recommendations.php>.

MAKE-UP EXAMS

See << Update Academic Year >> *Undergraduate Bulletin*:

Course Syllabus (rev 05-15-20 by the Extended Campus)

For GRADUATE STUDENTS: See 2019-20 Graduate Catalog p. 54
EXTRA CREDIT

LATE WORK

SPECIAL ASSIGNMENTS

For GRADUATE STUDENTS: FAILING TO MEET COURSE REQUIREMENTS (Graduate Catalog p.40)

For GRADUATE STUDENTS: CLASS ATTENDANCE (see 2019-20 Graduate Catalog p. 53-54)

Students are expected to attend class and participate on a regular basis in order to successfully achieve course learning outcomes and meet federal financial aid requirements ([34 CFR 668.22](#)). Class attendance in online courses is defined as active participation in academically-related course activities. Active participation may consist of course interactions with the content, classmates, and/or the instructor. Examples of academically-related course activities include, but are not limited to:

- Completing and submitting assignments, quizzes, exams, and other activities within Blackboard or through Blackboard (3rd-party products).
- Participating in course-related synchronous online chats, discussions, or meeting platforms such as Blackboard Collaborate in which participation is tracked.

CLASSROOM CITIZENSHIP

Courtesy, civility, and respect must be the hallmark of your interactions.

COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT

North Carolina A&T State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act. If you need an academic accommodation based on the impact of a disability, you must initiate the request with the Office of Accessibility Resources (OARS) and provide documentation in accordance with the Documentation Guidelines at N.C. A&T. Once documentation is received, it will be reviewed. Once approved, you must attend a comprehensive meeting to receive appropriate and reasonable accommodations. If you are a student registered with OARS, you must complete the Accommodation Request Form to have accommodations sent to faculty.

OARS is located in Murphy Hall, Suite 01 and can be reached at 336-334-7765, or by email at accessibilityresources@ncat.edu. Additional information and forms can be found on the internet at <https://www.ncat.edu/provost/academic-affairs/accessibility-resources/index.php>.

Please note: Accommodations are not retroactive and begin once the Disability Verification Form is provided to faculty.

TITLE IX

North Carolina A&T State University is committed to providing a safe learning environment for all students—free of all forms of discrimination and harassment. Sexual misconduct and relationship violence in any form are inconsistent with the university’s mission and core values, violates university policies, and may also violate federal and state law. Faculty members are considered “Responsible Employees” and are required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator. If you or someone you know has been impacted by sexual harassment, sexual assault, dating or domestic violence, or stalking, please visit the Title IX website to access information about university support and resources. If you would like to speak with someone confidentially, please contact Counseling Services at 336-334-7727 or the Student Health Center at 336-334-7880.

TECHNICAL SUPPORT

If you experience any problems with your A&T account, you may call Client Technology Services (formerly Aggie Tech Support and Help Desk) at 336-334-7195, or visit <https://hub.ncat.edu/administration/its/dept/ats/index.php>.

FIELD TRIP POLICIES / OFF-CAMPUS INSTRUCTION AND COURSE ACTIVITIES

If applicable:

Off-campus, out-of-state, foreign instruction, and activities are subject to state law and university policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at <https://www.ncat.edu/campus-life/student-affairs/index.php>.

STUDENT HANDBOOK

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

STUDENT TRAVEL PROCEDURES AND STUDENT TRAVEL ACTIVITY WAIVER

https://hub.ncat.edu/administration/student-affairs/staff-resources/studen_activity_travel_waiver.pdf

OTHER POLICIES (e.g., Copyright Guidelines, Confidentiality, etc.)

STUDENT HANDBOOK

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

[Graduate Catalog](#)

SEXUAL MISCONDUCT POLICY

<https://www.ncat.edu/legal/title-ix/sexual-harassment-and-misconduct-policies/index.php>

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

<https://www.ncat.edu/registrar/ferpa.php>

STUDENT COMPLAINT PROCEDURES

<https://www.ncat.edu/current-students/student-complaint-form.php>

STUDENT CONDUCT AND DISCIPLINE

North Carolina A&T State University has rules and regulations that govern student conduct and discipline meant to ensure the orderly and efficient conduct of the educational enterprise. It is the responsibility of each student to be knowledgeable about these rules and regulations.

Please consult the following about specific policies such as academic dishonesty, cell phones, change of grade, disability services, disruptive behavior, general class attendance, grade appeal, incomplete grades, make-up work, student grievance procedures, withdrawal, etc.:

- Undergraduate Bulletin
<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>
- Graduate Catalog
<https://www.ncat.edu/tgc/graduate-catalog/index.php>
- Student Handbook
<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

ACADEMIC DISHONESTY POLICY

Academic dishonesty includes but is not limited to the following:

1. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty;
2. Plagiarism (unauthorized use of another's words or ideas as one's own), which includes but is not limited to submitting exams, theses, reports, drawings, laboratory notes or other materials as one's own work when such work has been prepared by or copied from another person;
3. Unauthorized possession of exams or reserved library materials; destroying or hiding source, library or laboratory materials or experiments or any other similar actions;
4. Unauthorized changing of grades, or marking on an exam or in an instructor's grade book or such change of any grade record;
5. Aiding or abetting in the infraction of any of the provisions anticipated under the general standards of student conduct;
6. Hacking into a computer and gaining access to a test or answer key prior to the test being given. N.C. A&T reserves the right to search the emails and computers of any student suspected of such computer hacking (if a police report of the suspected hacking was submitted prior to the search); and
7. Assisting another student in violating any of the above rules.

A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis for disciplinary action, but may also affect the evaluation of a student's level of performance. Any student who commits an act of academic dishonesty is subject to disciplinary action.

In instances where a student has clearly been identified as having committed an act of academic dishonesty, an instructor may take appropriate disciplinary action, including loss of credit for an assignment, exam, or project; or awarding a grade of "F" for the course, **subject to review and endorsement by the chairperson and dean.**

For GRADUATE STUDENTS: Reference for academic dishonesty – 2010-2020 Graduate Catalog, p.58-59

For GRADUATE STUDENTS: STUDENT RELIGIOUS OBSERVANCE (see Graduate Catalog, p.55)

ASSIGNMENTS AND ACADEMIC CALENDAR

Include topics, reading assignments, due dates, exam dates, withdrawal dates, pre-registration and registration dates, all holidays, and convocations.*

THE WEEK OF MM/DD/YY	SUBJECT	UNIT LEARNING OUTCOMES (ULO)	READING IN TEXT, ACTIVITY, HOMEWORK, EXAM
	Unit 1: Introduction to Sociology	<p>ULO 1: Explain basic sociological concepts. (SLO 2)</p> <p>ULO 2: Recognize what differentiates sociology from other disciplines. (SLO 2)</p> <p>ULO 3: Illustrate the relationship between individuals and society. (SLO 1, 3, 6)</p> <p>ULO 4: State the expectations and organization of the class. (SLO N/A)</p>	<p>1. Complete: Syllabus Quiz #1 (ULO 4)</p> <p>2. Complete: Discussion Board #1 (ULO N/A)</p>
	Unit 2: The Sociological Imagination	<p>ULO 1: Apply the sociological imagination to social phenomena in your own life. (SLO 1 – 4, 6)</p> <p>ULO 2: Explain how larger social and structural forces shape our behavior. (SLO 1 – 4, 6)</p>	<p>1. Read Textbook: Ferrante-Wallace, J. (2015). Sociology: a global perspective. Cengage Learning. a. Chapter 1</p> <p>2. Complete: Discussion Board #2 (ULO 1, 2)</p> <p>3. Complete: Quiz #2 (ULO 1, 2)</p> <p>4. Complete: Chapter Summary #1 (ULO 1, 2)</p>
	Unit 3: Sociological Perspectives and Methods of Research	<p>ULO 1: Differentiate the functionalist, conflict and symbolic interactionist paradigms. (SLO 1 – 6)</p>	<p>1. Read Textbook: Ferrante-Wallace, J. (2015). Sociology: a global perspective. Cengage Learning. a. Chapter 2</p>

		<p>ULO 2: Understand, evaluate and apply basic methods of social research. (SLO 1 – 6)</p> <p>ULO 3: Weigh the benefits and limitations of different research methods. (SLO 1 – 6)</p>	<p>2. Complete: Discussion Board #3 (ULO 1 - 3)</p> <p>3. Complete: Quiz #3 (ULO 1 - 3)</p> <p>4. Complete: Chapter Summary #2 (ULO 1 - 3)</p>
	Unit 4: Culture	<p>ULO 1: Comprehend and analyze the roles of culture in shaping the lives of individuals and groups. (SLO 1 – 3, 6)</p> <p>ULO 2: Analyze how geographical and historical forces shape culture. (SLO 1 – 3, 6)</p> <p>ULO 3: Comprehend the ways in which culture is learned and imposed. (SLO 1 – 3, 6)</p>	<p>1. Read Textbook: Ferrante-Wallace, J. (2015). Sociology: a global perspective. Cengage Learning. a. Chapter 3</p> <p>2. Complete: Discussion Board #4 (ULO 1 - 3)</p> <p>3. Complete: Quiz #4 (ULO 1 - 3)</p> <p>4. Complete: Chapter Summary #3 (ULO 1 - 3)</p>
	Unit 5: Socialization	<p>ULO 1: Analyze the process of socialization. (SLO 1, 6)</p> <p>ULO 2: Use theoretical frameworks to understand human development and behavior across the life span. (SLO 1, 4, 6)</p> <p>ULO 3: Identify and analyze different agents of socialization. (SLO 1, 2, 4)</p>	<p>1. Read Textbook: Ferrante-Wallace, J. (2015). Sociology: a global perspective. Cengage Learning. a. Chapter 4</p> <p>2. Complete: Discussion Board #5 (ULO 1 - 3)</p> <p>3. Complete: Quiz #5 (ULO 1 - 3)</p> <p>4. Complete: Chapter Summary #4 (ULO 1 - 3)</p>
	Unit 6: Social Structure and Social Interaction	<p>ULO 1: Analyze the ways in which social structures influence human behaviors. (SLO 1, 2, 4, 6)</p> <p>ULO 2: Understand status, roles and groups. (SLO 4)</p>	<p>1. Read Textbook: Ferrante-Wallace, J. (2015). Sociology: a global perspective. Cengage Learning. a. Chapter 5</p> <p>2. Complete: Discussion Board #6 (ULO 1 - 3)</p> <p>3. Complete: Quiz #6 (ULO 1 - 3)</p>

		ULO 3: Comprehend the roles of institutions in everyday life. (SLO 1, 2, 4)	4. Complete: Chapter Summary #5 (ULO 1 - 3)
	Unit 7: Deviance, Conformity, and Social Control	<p>ULO 1: Illustrate the relationship between conformity, deviance, and social control. (SLO 1, 6)</p> <p>ULO 2: Understand sanctions and other types of social control. (SLO 2, 4)</p> <p>ULO 3: Analyze deviance by applying different theoretical paradigms. (1, 2, 6)</p>	<p>1. Read Textbook: Ferrante-Wallace, J. (2015). Sociology: a global perspective. Cengage Learning. a. Chapter 7</p> <p>2. Complete: Discussion Board #7 (ULO 1 - 3)</p> <p>3. Complete: Quiz #7 (ULO 1 - 3)</p> <p>4. Complete: Chapter Summary #6 (ULO 1 - 3)</p>
	Unit 8: Social Inequality	<p>ULO 1: Comprehend the dynamics of global interdependence and systematic inequality within the U.S. and globally as it relates to policy. (SLO 5)</p> <p>ULO 2: Understand and identify different types of social stratification. (SLO 1, 2)</p> <p>ULO 3: Explore sources of stratification. (SLO 1, 6)</p> <p>ULO 4: Apply lessons from social movements to analyze ways to resolve social problems. (1, 2, 4, 6)</p>	<p>1. Read Textbook: Ferrante-Wallace, J. (2015). Sociology: a global perspective. Cengage Learning. a. Chapter 8</p> <p>2. Complete: Discussion Board #8 (ULO 1 - 3)</p> <p>3. Complete: Quiz #8 (ULO 1 - 3)</p> <p>4. Complete: Chapter Summary #7 (ULO 1 - 3)</p> <p>5. Complete: Social Movement Profile Presentation #1 (ULO 4)</p>
	Unit 9: Race	<p>ULO 1: Comprehend sources of racial stratification and inequality. (SLO 2, 6)</p> <p>ULO 2: Understand the difference between individual and institutional racism. (SLO 2)</p>	<p>1. Read Textbook: Ferrante-Wallace, J. (2015). Sociology: a global perspective. Cengage Learning. a. Chapter 9</p> <p>2. Complete: Discussion Board #9 (ULO 1 - 3)</p> <p>3. Complete: Quiz #9 (ULO 1 - 3)</p> <p>4. Complete: Chapter Summary #8 (ULO 1 - 3)</p>

		ULO 3: Analyze the ways in which race is socially constructed. (SLO 1, 2, 6)	
	Unit 10: Gender and Sexualities	<p>ULO 1: Understand the difference between sex and gender. (SLO 2, 6)</p> <p>ULO 2: Comprehend sources of gender stratification and inequality. (SLO 2)</p> <p>ULO 3: Analyze the ways in which gender is socially constructed. (SLO 1, 2, 6)</p>	<ol style="list-style-type: none"> 1. Read Textbook: Ferrante-Wallace, J. (2015). Sociology: a global perspective. Cengage Learning. a. Chapter 10 2. Complete: Discussion Board #10 (ULO 1 - 3) 3. Complete: Quiz #10 (ULO 1 - 3) 4. Complete: Chapter Summary #9 (ULO 1 - 3)
	Unit 11: Economics and Politics	<p>ULO 1: Understand the basic differences between different types of societies. (SLO 4 – 6)</p> <p>ULO 2: Analyze and assess the different major economic systems. (SLO 1, 4, 5, 6)</p> <p>ULO 3: Understand different forms of government. (ULO 4 – 6)</p> <p>ULO 4: Apply sociological theories to contemporary political issues. (SLO 1, 4, 5, 6)</p> <p>ULO 5: Comprehend the difference between power and authority. (SLO 1, 2, 4, 5, 6)</p>	<ol style="list-style-type: none"> 1. Read Textbook: Ferrante-Wallace, J. (2015). Sociology: a global perspective. Cengage Learning. a. Chapter 11 2. Complete: Discussion Board #11 (ULO 1 - 5) 3. Complete: Quiz #11 (ULO 1 - 5) 4. Complete: Chapter Summary #9 (ULO 1 - 5)
	Unit 12: Family	<p>ULO 1: Apply theoretical paradigms to analyze the family. (SLO 1, 4, 6)</p> <p>ULO 2: Analyze the ways in which the institution of the family informs our behavior. (SLO 1, 4, 6)</p>	<ol style="list-style-type: none"> 1. Read Textbook: Ferrante-Wallace, J. (2015). Sociology: a global perspective. Cengage Learning. a. Chapter 12 2. Complete: Discussion Board #12 (ULO 1 - 3) 3. Complete: Quiz #12 (ULO 1 - 3)

		ULO 3: Comprehend the ways in which family structures are not static, and often change in response to larger social forces. (SLO 4, 6)	4. Complete: Chapter Summary #11 (ULO 1 - 3)
	Unit 13: Education	<p>ULO 1: Apply theoretical paradigms to analyze the education system. (SLO 1, 4, 6)</p> <p>ULO 2: Evaluate the role that formal and informal education plays in the process of socialization. (SLO 4, 6)</p> <p>ULO 3: Analyze the sources of educational inequality. (SLO 1, 4, 6)</p>	<p>1. Read Textbook: Ferrante-Wallace, J. (2015). Sociology: a global perspective. Cengage Learning. a. Chapter 13</p> <p>2. Complete: Discussion Board #13 (ULO 1 - 3)</p> <p>3. Complete: Quiz #13 (ULO 1 - 3)</p> <p>4. Complete: Chapter Summary #12 (ULO 1 - 3)</p>
	Unit 14: Religion	<p>ULO 1: Apply theoretical paradigms to analyze religion. (SLO 1, 4, 6)</p> <p>ULO 2: Analyze the functions of civil religion. (SLO 2, 4)</p> <p>ULO 3: Comprehend the role of religion in the process of socialization. (SLO 4, 6)</p>	<p>1. Read Textbook: Ferrante-Wallace, J. (2015). Sociology: a global perspective. Cengage Learning. a. Chapter 14</p> <p>2. Complete: Discussion Board #14 (ULO 1 - 3)</p> <p>3. Complete: Quiz #14 (ULO 1 - 3)</p> <p>4. Complete: Chapter Summary #13 (ULO 1 - 3)</p>
	Unit 15: Social Change	<p>ULO 1: Analyze the factors that trigger social change. (SLO 2, 4, 5)</p> <p>ULO 2: Comprehend different processes that have brought about social changes. (SLO 2, 4, 5)</p> <p>ULO 3: Understand and analyze different kinds of social movements. (SLO 1, 2, 4, 5)</p>	<p>1. Read Textbook: Ferrante-Wallace, J. (2015). Sociology: a global perspective. Cengage Learning. a. Chapter 16</p> <p>2. Complete: Discussion Board #15 (ULO 1 - 3)</p> <p>3. Complete: Quiz #15 (ULO 1 - 3)</p> <p>4. Complete: Chapter Summary #14 (ULO 1 - 3)</p> <p>5. Complete: Exam #1 (ULOs from units 2 – 15)</p>

** These descriptions and timelines are subject to change at the discretion of the instructor.*