

# SOC M110H: HONORS: INTRODUCTION TO SOCIOLOGY

**Originator**

dvieira

**Co-Contributor(s)**
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**College**

Moorpark College

**Discipline (CB01A)**

SOC - Sociology

**Course Number (CB01B)**

M110H

**Course Title (CB02)**

Honors: Introduction to Sociology

**Banner/Short Title**

Honors: Intro to Sociology

**Credit Type**

Credit

**Start Term**

Fall 2022

**Catalog Course Description**

Analyzes basic concepts, theoretical approaches, and methods of social research. Emphasizes the analysis and understanding of social structure, social interaction, socialization and the self, social stratification, cultural diversity, social change, and global dynamics. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications and enrichment opportunities.

Course Credit Limitations: Students cannot complete both SOC M01 & SOC M01H. Credit will be awarded only for the first course completed with a grade of "C" or better or "P". MC Honors Program requires a letter grade.

**Taxonomy of Programs (TOP) Code (CB03)**

2208.00 - Sociology

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

Will not be required

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity**

**Laboratory**

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class**

**Internship/Cooperative Work Experience**

**Paid**

**Unpaid**

**Total Outside-of-Class**

**Total Outside-of-Class**

**Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

**Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | identify and critically assess the social factors that contribute to contemporary inequalities that shape life chances.                      |
| 2 | analyze the dichotomy between human agency and social structure.   |
| 3 | assess how culture and socialization shape the lives of individuals and groups in society.   |
| 4 | assess current issues in society, using a sociological lens, describing the intersection between structure and agency. (Honors Sections SLO) |

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | demonstrate their ability to think sociologically, emphasizing the importance of social forces in shaping the life course of the individual and the structure and processes of the larger society as a whole. |
| 2 | explain how sociology is a science and identify the critical elements of social research; distinguish between the use of various research methods.  |
| 3 | describe the history of sociology and the importance of classical writers such as Comte, Marx, Durkheim and Weber to the development of the field.  |

4	critically compare and contrast the assumptions, questions and interpretations of the major theoretical paradigms (structural functionalism, social conflict, and symbolic interactionism) in sociology and recognize in general that there are many perspectives on any given issue.
5	use a sociological perspective to examine the implications of key sociological concepts (anomie, authority, bureaucracy, collective behavior, community, culture, cultural relativity, deviance, discrimination, ethnicity, ethnocentricity, gender, groups, inequality, institution, interaction, identity, McDonaldization, minority group, social mobility, norms, power, prejudice, race, roles, social change, social processes, social structures, socialization, status, sociological imagination, social stratification) for the scientific study of human society.
6	describe and explain the basic dimensions of social inequality and social change in historical and contemporary society.
7	demonstrate how culture and social structure vary across time and place and describe the effects of such variations.
8	describe how demographic and other social changes affect social structures and processes.
9	assess what social forces and organizational structures are most prominent in shaping, guiding and influencing individual and group behavior in contemporary society.
10	recognize the diversity within and between cultures around the world.
11	HONORS: identify and analyze fundamental trends and patterns of human behavior (interaction, deviance, inequality), that are present on the interpersonal level and among categories (gender, race and ethnicity, class, and age), groups, organizations, community and institutions.
12	HONORS: summarize and analyze social science data.
13	HONORS: utilize and evaluate some of the key elements of scientific social research.

## Course Content

### Lecture/Course Content

- 15% - Introduction to Sociology: Definition, History, Perspectives, and Empiricism in Sociology (Science and Research Methods)
- 10% - Culture and Cultural Variation
- 10% - Socialization
- 10% - Groups and Organizations
- 10% -- Crime and Deviance
- 10% -- Social Stratification and Social Inequality
- 10% -- Race and Ethnicity
- 10% -- Sex and Gender
- 15% -- Social Institutions: Family, Religion, Education, Political and Economic (Stress by choice of instructor)

### Laboratory or Activity Content

N/A

## Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams  
 Individual projects  
 Journals  
 Objective exams  
 Oral presentations  
 Portfolios  
 Quizzes  
 Reports/papers  
 Research papers  
 Classroom Discussion  
 Projects  
 Participation  
 Reports/Papers/Journals

## Instructional Methodology

### Specify the methods of instruction that may be employed in this course

Audio-visual presentations  
 Class activities  
 Class discussions  
 Collaborative group work  
 Computer-aided presentations  
 Distance Education  
 Group discussions  
 Guest speakers  
 Instructor-guided use of technology  
 Internet research  
 Lecture  
 Small group activities  
 Other (specify)

### Specify other method of instruction

Group activities that permit hands-on experience and application of sociological knowledge; role playing; in-class films followed by guided discussion; simulation exercises in such things as social stratification and structural inequality; community-based and service-learning activities that further permit the application of sociological knowledge

### Describe specific examples of the methods the instructor will use:

- class lectures with possible PowerPoint presentations and/or audio-video presentations
- group work
- group presentation with feed-back from the professor
- socratic discussions
- group quizzes
- student-led presentations with feed-back from the professor

## Representative Course Assignments

### Writing Assignments

HONORS: develop and distribute a survey and summarize the data in written format.

HONORS: prepare a written analysis of how the college is bureaucratized or McDonaldized. Discuss the pros and cons of rationality.

HONORS: use a sociological imagination and provide a written description and analysis of a familiar object.

write short papers.

research and write a paper using standard format, e.g., American Sociological Association (ASA), American Psychological Association (APA) or Modern Language Association (MLA) style.

organize and design a poster presentation with written text, graphs and charts.

keep a journal.

write essays as part of examinations.

### Critical Thinking Assignments

HONORS: participate in any in-class or out-of-class activity requiring analysis, critical thought and elements of creativity either in mode of presentation or content of ideas.

HONORS: view films (e.g., *Fight Club*, *District 9*, *Crash*, *Beauty and the Beast*) and analyze them sociologically.

HONORS: examine secondary data (e.g., census reports) on any social topic and summarize and analyze in writing the trends and patterns indicated.

HONORS: read (an) article(s) from a sociological refereed journal and provide written summary and critical analysis of the research methodology and/or theoretical perspective utilized.

create a budget for two hypothetical families, one living below the poverty line and the other living on an upper middle class income. Compare and contrast the characteristics of each in terms of employment, educational achievement, health, religion, political orientation, etc. Compare how these characteristics vary when head of household varies by race and gender. Explain what challenges are faced by each type of family.

read the "One Campus, One Book" selection and provide written or oral sociological analysis as appropriate.

perform a content analysis of commercials, movies, TV programs, music lyrics, etc.

### Reading Assignments

Textbook chapter assignments

News articles from valid sources (print and online) and complete a sociological analysis

Journals of Sociology and related disciplines (Psychology, Criminology, Cultural Anthropology, Communications, among others)

Primary texts from Sociology authors and theorists, newsletters and websites of Sociological and related fields (American Sociological Association for example)

HONORS: read and evaluate excerpts from any classic work in sociology (such as K. Marx, *The Communist Manifesto*, M. Harris, *Cows, Pigs, Wars and Witches: The Riddles of Culture*, G. Ritzer, *The McDonaldization of Society*, E. Goffman, *Stigma*, J. Kozol, *Savage Inequalities*, C. W. Mills, *The Sociological Imagination*, P. Berger, *Invitation to Sociology*, P. Higgins, *Sociological Wonderment: The Puzzles of Social Life*, C. Derber, *The Wilding of America*, C.P.Gilman, *Women and Economics*).

HONORS: read and evaluate M. Albom, *Tuesdays with Morrie*.

HONORS: read excerpts and report on R. Collins' *Four Sociological Traditions* (1994).

## Outside Assignments

### Representative Outside Assignments

HONORS: prepare and deliver a lesson to classmates.

HONORS: conduct empirical research, summarize and analyze data using a sociological perspective; present at a research conference.

HONORS: create a play, poem or dance that dramatizes gender, class, or age dynamics in a social setting (e.g., workplace, classroom, family) or larger community.

HONORS: create a model of stratification in the local community.

HONORS: participate in a group project requiring collaboration of research and analysis.

design and create poster projects.

create photographic essays (residential segregation, smokers and smoking habits).

conduct experiments (lab or field).

design and conduct personal interviews (e.g., interview female and male managers and contrast leadership styles).

conduct field observations (e.g., at the Child Development Center).

complete position papers, a journal, and/or a research paper.

## Articulation

### C-ID Descriptor Number

SOCI 110

### Status

Approved

### Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSUCI	SOC 100	Introduction to Sociology	3
UCSC	SOCY 1	Introduction to Sociology	5
UCLA	SOCIOL 1	Introductory Sociology	5
CSUN	SOC 150	Introductory Sociology	3

### Comparable Courses within the VCCCD

SOC M01 - Introduction to Sociology

SOC V01 - Introduction to Sociology

SOC R101 - Introduction to Sociology

SOC R101H - Honors: Introduction to Sociology

### Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
College of the Canyons	Soc 101H	Intro to Sociology, Honors	3
Pierce College	Soc 001	Intro to Sociology (special honors section)	3
Pasadena City College	Soc 001	Intro to Sociology (special honors section)	3

**District General Education**

**A. Natural Sciences**

**B. Social and Behavioral Sciences**

B2. Social and Behavioral Sciences

Approved

**C. Humanities**

**D. Language and Rationality**

**E. Health and Physical Education/Kinesiology**

**F. Ethnic Studies/Gender Studies**

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F2004

**CSU GE-Breadth**

**Area A: English Language Communication and Critical Thinking**

**Area B: Scientific Inquiry and Quantitative Reasoning**

**Area C: Arts and Humanities**

**Area D: Social Sciences**

D Social Sciences

Approved

**Area E: Lifelong Learning and Self-Development**

**Area F: Ethnic Studies**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

**UC TCA**

UC TCA

Approved

**IGETC**

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

**Area 4: Social and Behavioral Sciences**

Area 4: Social and Behavioral Sciences

Approved

## Area 5: Physical and Biological Sciences

## Area 6: Languages Other than English (LOTE)

### Textbooks and Lab Manuals

#### Resource Type

Textbook

#### Classic Textbook

No

#### Description

Macionis, John. *Sociology*. 17th ed., Pearson, 2019.

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#### Resource Type

Textbook

#### Description

Ballentine, Jeanne. *Our Social World, Condensed: An Introduction to Sociology*. 6th ed., Pearson, 2019.

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#### Resource Type

Textbook

#### Description

Conerly, Tonja, et al. *Introduction to Sociology*. E-book, OpenStax, 2021, <https://openstax.org/details/books/introduction-sociology-3e> (<https://openstax.org/details/books/introduction-sociology-3e/>). Accessed on 2 February 2022.

### Library Resources

#### Assignments requiring library resources

Research using the library's print and online resources.

#### Sufficient Library Resources exist

Yes

#### Example of Assignments Requiring Library Resources

Position papers and research papers whose research will involve the use of the Library's online databases to locate refereed journal articles in academic sociological publications. Research may also involve the analysis of published statistics such as those from the U.S. Census.

### Distance Education Addendum

#### Definitions

##### Distance Education Modalities

Hybrid (1%–50% online)  
100% online

#### Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes



Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

**Regular Effective/Substantive Contact**

**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussion boards will be used to encourage discussions amongst students where they can compare and contrast/discuss/analyze sociological topics involving such topics as social class, race and ethnicity, sex and gender, and other sociological topics.
E-mail	Instructor-to-student and student-to-instructor contact for clarification, questions, and student progress reports
Face to Face (by student request; cannot be required)	Face-to-face meetings with students as needed by student request outside of classroom for clarification, questions, and student progress reports
Other DE (e.g., recorded lectures)	Internet websites, videos, recorded lectures, PowerPoint presentations, lecture notes
Synchronous Dialog (e.g., online chat)	Online office hours or online group discussions
Telephone	One-on-one meetings with students by request for clarification, questions, and student progress reports
Video Conferencing	One-on-one meetings with students by request, online office hours

**100% online Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussion boards will be used to encourage discussions amongst students where they can compare and contrast/discuss/analyze sociological topics involving such topics as social class, race and ethnicity, sex and gender, and other sociological topics.
E-mail	Instructor-to-student and student-to-instructor contact for clarification, questions, and student progress reports
Face to Face (by student request; cannot be required)	Face-to-face meetings with students as needed by student request outside of classroom for clarification, questions, and student progress reports
Other DE (e.g., recorded lectures)	Internet websites, videos, recorded lectures, PowerPoint presentations, lecture notes
Synchronous Dialog (e.g., online chat)	Online office hours or online group discussions
Telephone	One-on-one meetings with students by request for clarification, questions, and student progress reports
Video Conferencing	One-on-one meetings with students by request, online office hours

**Examinations**

**Hybrid (1%–50% online) Modality**

- On campus
- Online

**Primary Minimum Qualification**

SOCIOLOGY

## Review and Approval Dates

**Department Chair**

06/21/2021

**Dean**

01/31/2022

**Technical Review**

02/03/2022

**Curriculum Committee**

02/15/2022

**DTRW-I**

MM/DD/YYYY

**Curriculum Committee**

MM/DD/YYYY

**Board**

MM/DD/YYYY

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000433124

**DOE/accreditation approval date**

MM/DD/YYYY