

SOC 115 Sociology

Location and Meeting Times: Multicultural High School, Room #444

Office Hours (Extra Help Hours): By Appointment

Prerequisites: Passing of the NYS Regents Exams in Global and/ or U.S. History

Required Textbooks: Online Reader via Google Classroom

Course Description/ Overview:

Sociology focuses on the systematic understanding of social interaction, social organization, social institutions, and social change. Major themes in sociological thinking include the interplay between the individual and society, how society is both stable and changing, the causes and consequences of social inequality, and the social construction of human life. Understanding sociology helps discover and explain social patterns and see how such patterns change over time and in different settings. By making vivid the social basis of everyday life, sociology also develops critical thinking by revealing the social structures and processes that shape diverse forms of human life.

This class is designed for students in high school who will be preparing for college. The course will be set up to facilitate a dialogue with the class materials. It is extremely heavy in both the quantity and the complexity of the class' nightly readings. The class dialectic can take place on both an individual and communal level. However, everyone must come prepared for every class and be prepared to both answer and ask questions based on the assigned readings for that day. There will be a variety of course materials introduced into the course. Both primary and secondary texts will be key in the class' understanding of the course. However, performative texts of representation such as Literature, Television, Film, Theatre, and Visual Art will play a central role in the class' progress.

Class participation, on both an individual and group level, is central and a required element of the course. Students are encouraged to ask questions and to feel free to raise their hand and prompt discussion by interjecting their own experiences and understandings. This approach will not only deliver informative content, as well as honing students' reading and writing talents, but also succeed in strengthening your academic inquiry skills.

A safe space is expected where all students are free to ask questions in the spirit of inquiry and historical understanding. So, all must be respected in order to be respected. Everyone is expected to treat each other with respect. Nobody needs to be rude or insulting in order to make an intelligent comment. Students will develop skills to articulate their thoughts in a positive way during class discussion.

Objectives:

- Show the relevance and reality of structural factors in social life
- Describe, explain, and predict aspects of social problems
- Recognize the difference between dispositional and sociological explanations of human behavior •
- Identify and offer explanations for social inequality
- Transform a topic of interest into a researchable, sociological question
- Understand the intersection of biography and history
- Position personal life choices and chances in a demographic context



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- Take the role of the other
- Appreciate the role of human agency in social change

Units of Study:

- Unit 1: Introduction to Sociology (the sociological perspective(s) and the sociological imagination)
- Unit 2: SOCIALIZATION, SOCIAL INTERACTION, & GROUPS
- Unit 3: CULTURE and Social Stratification
- Unit 4: RACE & ETHNICITY
- Unit 5: GENDER, & SEXUALITY, BODIES, & INTIMACIES
- Unit 6: DEVIANCE & SOCIAL CONTROL
- Unit 7: RELIGION IN SOCIETY

Key Assignments through the semester

I. Assignment #1/ Project: Instagram Social Media Project

A.) Examine 25 Instagram posts of someone (*Please do not identify the person by name, unless you are using a celebrity or someone famous – if it is a real person refer to them with either an alias – e.g., “John”, or by letter “Person A”

B.) On page 1, group the 25 posts thematically in whatever way you choose. This could be hashtags used, filters, type of picture, or a combination thereof (for example, perhaps 10 of your Instagram posts were selfies, 10 were images of them and friends, and 5 were sayings or screen shots). Describe the groupings in your analysis.

C.) Write a 2-page analysis of these 25 posts using the framework of Goffman’s Impression Management listed below:

You must use the following terms in your analysis as they relate to the posts you chose, underlined: 1. dramaturgy

2. impression management

3. sign vehicles

4. props

5. The 2 characteristics under “Appearance”: **clothing, physical stature**

6. The 3 characteristics under “Manner of Interaction”: **gestures, facial expressions, body language**

II. Assignment # 2/ Project: Race Assignment

For this assignment students will be writing an argumentative essay addressing the following prompt: **In what different ways does race impact our social experience?** To answer this, students will be synthesizing 3 the sources presented to them throughout the unit.

III. Assignment #3/ Project-Reaction paper

Students will write a reaction paper 3-4 pages (APA Format, must include a works cited page double spaced) on *Our America with Lisa Ling "Sex Offenders" episode*.

IV. Final Project

Students’ will be paired up and will have the opportunity to either choose to conduct a presentation or poster on a wide range of sociology topics given to them on the 3rd day of class.

Presentations Can be PowerPoint, Prezi, Video ... etc. Presentations should be 10 to 20 minutes

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long. The presentation should be focused, organized, and interesting with multiple visual aids. This is not to just be a reading of reports.

Poster Posters can include propaganda, advertisements, collages, large thematic maps, or schematic diagrams. Poster board should be used and color is required. Extensive artistic ability is not necessary for this project, but the project must be very neat and well organized (e.g., titles, captions, etc.). A computer, scanner, and copy machine may be used for this type of project. The project should demonstrate that the student has a working knowledge of the concept being presented.

Grading Scheme:

Grade Scale	Grade Conversion		Grade Scale	Grade Conversion
93-100	A		73-76	C
90-92	A-		70-72	C
87-89	B+		67-69	D+
83-86	B		63-66	D
80-82	B-		60-62	D
77-79	C+		Grade < 60	E

This course is A – E graded and there are no s/u (pass/fail) options.

Assignments	Grade
Class Participation	10% Students must actively participate and engage in discussions.
Homework	10% Students must complete all 3 major Homework on time
In- class activity	20% group activity and classwork
Assignment #1/ Project: Instagram Social Media Project	10%
Assignment # 2/ Project: Race Assignment	10%
Assignment #3/ Project-Reaction paper	10%
Final project	30 % includes outline, presentations and Google Slide

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Attendance Policy: A maximum of 5 absences will be allowed for the course. 2 points will be deducted from your final grade for every absence above 5. If you are late 3 times it will count as 1 absence.

Standards of Academic Integrity:

Multicultural High School (MHS) expects all members of its community to conduct themselves in a manner befitting its tradition of honor and integrity. Members are expected to assist MHS by reporting suspected violations of academic integrity to appropriate faculty and/or administrative offices. Behavior that is detrimental to MHS's role as an educational institution is unacceptable. Claims of ignorance, of unintentional error, or of academic or personal pressures are not sufficient reasons for violations of academic integrity.

The following are examples of the types of behaviors that are defined as academic dishonesty and are therefore unacceptable:

Plagiarism: Presenting as one's own work the work of another person. Plagiarism includes paraphrasing or summarizing without acknowledgment, submission of another student's work as one's own, the purchase of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else; **Cheating on Examinations:** Giving or receiving unauthorized help before, during, or after an examination; **Multiple Submission:** Submitting substantial portions of the same work for credit more than once; **Sabotage:** Destroying, damaging, or stealing of another's work or working materials; **Unauthorized Collaboration:** Collaborating on projects, papers, or other academic exercises that is regarded as inappropriate by the instructor(s); **Falsification:** Misrepresenting material or fabricating information in an academic exercise or assignment; and **Bribery:** Offering or giving any article of value or service to an instructor in an attempt to receive a grade or other benefits not legitimately earned or not available to other students in the class. **Circumventing Security:** Users are prohibited from attempting to circumvent or subvert any system's security measures. Users are prohibited from using any computer program or device to intercept or decode passwords or similar access control information. **Forgery:** Imitating another person's signature on academic or other official documents, including class material. **Theft, Damage, or Misuse of Library or IT Resources:** Removing uncharged library materials from the library, defacing or damaging library materials, intentionally displacing or hoarding materials within the library for one's unauthorized private use, or other abuse of reserve-book privileges. Any violation of the MHS's Responsible Use of Information Technology policy. This includes, but is not limited to, unauthorized use of the University's or another person's computer accounts, codes, passwords, or facilities; damaging computer equipment or interfering with the operation of the computing system of the MHS.

The violations listed above should be reported to the Instructor and/or the MHS Office immediately. All parties involved will be directed accordingly.

Course Timeline: (Specific Due Dates for Weekly/Unit Assignments will be determined in the

Class	Date	Topic	Assignment
1		UNIT 1: Introduction to Sociology Essential Questions (EQ): What is sociology? How and why do we study sociology?	Group Work & Discussion, and Reading



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		In class: -Go-over syllabus -Go-over PPT and discussion questions	HW#1: Abandon Ship Pick the 5 people that you would keep on the lifeboat - you do NOT need to do part III or IV
2		In class: -Intro. Sociology PPT and discussion questions -Go-over expectations for Final Project	Group Work & Discussion, and Reading
3		In class: -Go-over PPT and discussion questions	Group Work & Discussion, and Reading
4		In class: -Students will complete assignment and submit in google classroom: Go over Abandon Ship Simulation and answer the following question: What does this reveal about society (specifically about how reality is socially constructed)? What does this tell us about how sociologists study society? -Read/annotate <i>"Invitation to Sociology"</i>. Students will complete and submit assignment in google classroom: What does the reading reveal about the discipline of sociology? How does Berger's argument apply to "Abandon Ship" activity? (Assignments should be submitted during class)	Group Work & Discussion, Reading HW#2: Begin thinking about what topic you would like to begin researching for Final Project
5		UNIT 2: SOCIALIZATION, SOCIAL INTERACTION, & GROUPS	

		Essential Question(EQ): To what extent are conceptions of the self-determined by our social interactions?	
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		In class: -Go over Socialization & Social Interaction PPT and discussion questions a. Discussion of the effects of a lack of socialization - Case study of <u>Genie</u> (in class we watched the first 12 minutes) b. Watch "Consuming Kids": What role does the media have on teenagers? Why does this matter (so what?). We'll watch the following sections (however, feel free to watch the entire documentary) c. By Any Means Necessary (13:36 - 24:19) Brand New World (31:30 - 37:43) Cradle to Grave (37:43 - 46:29)	
6		In class: -Go-over Socialization & Social Interaction and mass media PPT and discussion questions -Students will analyze the ways in which various agents of socialization affect the development of self. -Finish watching "Consuming Kids": Brand New World (31:30 – 37:43), Cradle to Grave (37:43 – 46:29)	Group Work & Discussion, Reading Assignment #1/ Project: Instagram Social Media Project
7		In class: -Students will complete the following talk independently: Students will read and annotate the following article Women and the Birth of Sociology by: PATRICIA MADOO LENGERMANN AND JILL	Group Work & Discussion, Reading

		NIEBRUGGE-BRANTLEY. Once students finish reading, in pairs students will answer critical thinking questions in complete sentences.	
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		(Assignment should be submitted during class) -Students will work on Final Project	
8		C and Unit 3: Culture and Social Stratification Essential Question(EQ): How do changes in society and culture (i.e. globalization, regionalism, nationalism, group identity) affect behavior at the societal level and on an individual level? In class: -Go-over Culture Intro PPT, discussion questions, and class activities	Group Work & Discussion, Reading
9		Unit 3 In class: -Continue with Culture Intro PPT, discussion questions, and class activities -Students will complete the following talk in pairs- Students will read and annotate the following article- Female Genital Mutilation by EFUA DORKENOO AND SCILLA ELWORTHY. Once students finish reading, in pairs students will answer critical thinking questions in complete sentences. (Assignment should be submitted during class)	Group Work & Discussion, Reading
10		In class: -Independently, Students will read and annotate the following last chapter of this book- On the Run by Alice Goffman. Once students finish reading students are to complete the following task in class and submit in google classroom: Students will complete the following task by answering the question to 1-2 pages- How does Goffman's argument apply to socialization, social interactions, and groups. (Assignment should be submitted during class) -Students will work on Final Project	Group Work & Discussion, Reading
11		In class: -Go-over cultural values and norms PPT, discussion questions, and class activities -Students will complete the following task independently Who Should Live?" Activity (Assignment should be submitted during class)	Group Work & Discussion, Reading

12		In class:	Group Work
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		-Independently, Students will read-The Body Ritual Among the Nacirema - 1956 - Horace Miner and submit a reaction paper. Once students finish reading students are to complete the following task in class and submit in google classroom (Assignment should be submitted during class) -Students will work on Final Project	& Discussion, Reading
13		Unit 4In class: -Continue with cultural values and norms PPT, discussion questions, and class activities -Students will complete the following task in in groups of 4- “The Woman’s Death” activity (Assignment should be submitted during class)	Group Work & Discussion, Reading
14		Unit 4Unit 4: RACE & ETHNICITY Essential Question(EQ): To what extent is the concept of race a social construct? In class: -Students will complete the following talk independently: Students will read and annotate the following article <i>Experiences of African American, Puerto Rican, and Dominican Youth</i> by KATHERINE S. NEWMAN. Once students finish reading, in pairs students will answer critical thinking questions in complete sentences. (Assignment should be submitted during class) -Students will work on Final Project	Group Work & Discussion, Reading
15		In class: -Go-over the Social Construction of Race PPT, discussion questions, and class activities	Group Work & Discussion, Reading Assignment # 2/ Project: Race Assignment
16		In class: -Continue with the Stereotypes, Racism, and Discrimination PPT, discussion questions, and class activities	Group Work & Discussion, Reading

17		In class: -Students will complete the following talk independently: Students will read and annotate the following article- <i>How Did Jews Become White Folks?</i> by KAREN B. BRODKIN Once students finish reading, in pairs students will answer critical thinking questions in complete sentences. (Assignment should be submitted during class) -Students will work on Final Project	Group Work & Discussion, Reading
18		Unit 5In class: -Continue with the Stereotypes, Racism, and Discrimination PPT, discussion questions, and class activities -Students will also watch a documentary- <i>Good Hair</i> by Chris Rock- 30 minutes	Group Work & Discussion, Reading
19		Unit 5: GENDER, & SEXUALITY, BODIES, & INTIMACIES Essential Questions (EQ): To what extent are conceptions of gender a social construct? How do we 'do' gender everyday of our lives? In class: -Go-over the Gender, Sexuality, and Identity PPT, discussion questions, and class activities	Group Work & Discussion, Reading
20		In class: -Students will complete the following talk independently: Students will read and annotate the following Article-<i>Understanding Sexual Orientation by ALFRED C. KINSEY, WARDELL B. POMEROY, AND CLYDE E. MARTIN.</i> Once students finish reading, in pairs students will answer critical thinking questions in complete sentences. (Assignment should be submitted during class) -Students will work on Final Project	Group Work & Discussion, Reading
21		In class: -Go-over the Gender, Sexuality, and Identity PPT, discussion questions, and class activities	Group Work & Discussion, Reading

22		In class: -Go-over the Gender, Sexuality, and Identity PPT, discussion questions, and class activities	Group Work & Discussion, Reading
23		In class: -Students will complete the following talk independently: Students will read and annotate the following Article- Sex in America: <i>How Many Partners Do We Have?</i> by ROBERT T. MICHAEL, JOHN H. GAGNON, EDWARD O. LAUMANN, AND GINA KOLATA Once students finish reading, in pairs students will answer critical thinking questions in complete sentences. (Assignment should be submitted during class) -Students will work on Final Project	Group Work & Discussion, Reading
24		NO CLASS	Group Work & Discussion, Reading
25		In class: -Go-over the body image throughout history PPT, discussion questions, and class activities	Group Work & Discussion, Reading
26		Extra credit day (not mandatory): Students will complete the following talk independently: Students will read and annotate the following Article <i>Women in Islam</i> by JANE I. SMITH . Once students finish reading, in pairs students will answer critical thinking questions in complete sentences. (Assignment should be submitted during class)	Group Work & Discussion, Reading
27		Unit 6: DEVIANCE & SOCIAL CONTROL Essential Questions (EQ): Why do individuals demonstrate deviance? How is deviance explained through different sociological theories? In class: -Continue with deviance introduction PPT, discussion questions, and class activities	Group Work & Discussion, Reading



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		-Students will complete the following task in pairs Deviance, Criminology, Laws and Values activity (Assignment should be submitted during class)	
28		In class: -Go-over the deviance introduction PPT, discussion questions, and class activities -Students will also watch a documentary- <i>Our America with Lisa Ling "Sex Of enders"</i>- 45 minutes	Group Work & Discussion, Reading Assignment #3/ Project: Students will write a reaction paper 2-3 pages (APA Format, double spaced) on <i>Our America with Lisa Ling "Sex Of enders" episode</i>
29		In class: -Students will complete the following talk independently: Students will read and annotate the following Article- <i>The Functions of Crime by EMILE DURKHEIM</i>. Once students finish reading, in pairs students will answer critical thinking questions in complete sentences. (Assignment should be submitted during class) -Students will work on Final Project	Group Work & Discussion, Reading
30		In class: -Continue with deviance introduction PPT, discussion questions, and class activities	Group Work & Discussion, Reading
31		In class: -Continue with deviance introduction PPT, discussion questions, and class activities	Group Work & Discussion, Reading
32		In class: -Students will complete the following talk independently: Students will read and annotate the following Article <i>Prostitution: A Worldwide Business of Sexual Exploitation MELISSA FARLEY</i>. Once students finish reading, in pairs	Group Work & Discussion, Reading

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		students will answer critical thinking questions in complete sentences. (Assignment should be submitted during class) -Students will work on Final Project	
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33		Unit 7: Religion in Society Essential Questions (EQ): What general functions does religion play in society? In class: -Go-over the Religion in Society PPT, discussion questions, and class activities	Group Work & Discussion, Reading
34		In class: -Students will complete the following talk independently: Students will read and annotate the following Article- <i>How Student Life Is Different at Religious Colleges NAOMI SCHAEFER RILEY</i>. Once students finish reading, in pairs students will answer critical thinking questions in complete sentences. (Assignment should be submitted December 3rd, 2019) -Students will work on Final Project	Group Work & Discussion, Reading
35		In class: -Continue with Religion in Society PPT, discussion questions, and class activities -Students will also watch a Documentary- <i>Jesus Camp- 45 minutes</i>	Group Work & Discussion, Reading
36		In class: -Continue with Religion in Society PPT, discussion questions, and class activities -Students will also watch a Documentary- <i>The Devil's Playground (about Amish Rumspringa)- 25 minutes</i>	Group Work & Discussion, Reading
37		In class: -Students will complete the following talk independently: Students will read and annotate the following Article- <i>The Amish: A Small Society by JOHN A. HOSTETLER</i> Once students finish reading, in pairs students will answer critical thinking questions	Group Work & Discussion, Reading

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		in complete sentences. (Assignment should be submitted during class) -Students will work on Final Project	
38		In class: Continue with Religion in Society PPT, discussion questions, and class activities	Group Work & Discussion, Reading

39		Check in on Final project- Students will have an opportunity to work on final assignment in class and may check in with the teacher.	Group Work & Discussion, Reading
40		Check in on Final project- Students will have an opportunity to work on final assignment in class and may check in with the teacher.	Group Work & Discussion, Reading
41		Check in on Final project- Students will have an opportunity to work on final assignment in class and may check in with the teacher.	Group Work & Discussion, Reading
42		Presentations for Final assignment	Group Work & Discussion, Reading
43		Presentations for Final assignment	Group Work & Discussion, Reading
44		Presentations for Final assignment/ Reflection day	Group Work & Discussion, Reading

IV. Final Project

Students' will be paired up and will have the opportunity to either choose to conduct a presentation or poster on a wide range of sociology topics given to them on the 3rd day of class.

Presentations Can be PowerPoint, Prezi, Video ... etc. Presentations should be 10 to 15 minutes long. The presentation should be focused, organized, and interesting with multiple visual aids. This is not to just be a reading of reports.



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Poster Posters can include propaganda, advertisements, collages, large thematic maps, or schematic diagrams. Poster boards should be used and color is required. Extensive artistic ability is not necessary for this project, but the project must be very neat and well organized (e.g., titles, captions, etc.). A computer, scanner, and copy machine may be used for this type of project. The project should demonstrate that the student has a working knowledge of the concept being presented.

Sociology project ideas:

- Media: violence, agent of socialization, gender or race bias
- Impact of technology on society
- sociology of religion: relationship between social status and religious groups, the emergence of religious sects
- Role of the military in modern society
- adolescence-communication, gender differences, how subgroups/cliques form ●
- adolescence and dating behavior
- development of personality
- socialization
- teen drug use
- teen suicide
- teen sexual activity/pregnancy
- late adulthood/elderly
- conformity/peer pressure
- deviance: homeless, drugs, sexual
- deviance-functionalist, conflict, or interactionist approach
- organized crime
- white-collar crime
- criminal justice system
- corrections system
- poverty
- effectiveness of welfare system
- social classes
- caste system
- arranged marriages
- United States class system/capitalism
- careers in sociology
- criminologists, gerontologists
- works of sociologists
- Quinney, Merton, Emile Durkheim, Karl Marx, Max Weber, Levinson, Frieze, Auguste Comte, Herbert Spencer
- class conflict-bourgeois v. proletariat (haves v. have-nots)
- family relations
- poverty/inequality
- race, ethnicity, and social structure
- gender roles/expectations in society

Websites with possible topics ideas:

American Sociological Association
<http://www.asanet.org/>

SocioWeb possible topics



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<http://www.socioweb.com/directory/sociology-topics>

List of Sociology journals

<http://www.socioweb.com/directory/online-journals-and-blogs>

list of social issues and possible topics

<http://www.multcolib.org/homework/sochc.html>

Contra Costa Community College-topic ideas

<http://www.contracosta.edu/library/guides/topics.htm>