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2018

### INTRODUCTION TO SOCIOLOGY ZERO-COST SYLLABUS

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INTRODUCTION TO SOCIOLOGY ZERO-COST SYLLABUS



[Leffler, Warren K.](#)

**Course Information:**

**Instructor Information**

SOC XXX.XXXX (XXX)

Schedule:

Email:

3 Credits

**Course Description:** This course analyzes the structure, processes and products associated with group living. Attention is focused on the concepts of social organization, culture, groups, stratification, major social institutions, and significant trends in group living.

In this course, we will begin with an exploration of what C. Wright Mills calls de “sociological imagination” and will use the major theorists, theories and methods of sociology to consider such topics as socialization; culture; social interaction; social groups and organization; crime and deviance; social class and inequality; race and ethnicity; gender; sexuality; social mobility; and globalization and social change.

**Basic skills:** ENG 88 or ESL 94: ACR 94

**Prerequisites/Corequisites:** none



**Required Text & Readings:**

Textbook: *Introduction to Sociology 2.e.*

OpenStax Rice University 2015. PDF VERSION ISBN-13 978-1-947172-11-1

Link: [https://d3bxy9euw4e147.cloudfront.net/oscms-prodcms/media/documents/IntroductionToSociology2e-OP\\_oAii5Yb.pdf](https://d3bxy9euw4e147.cloudfront.net/oscms-prodcms/media/documents/IntroductionToSociology2e-OP_oAii5Yb.pdf)

**Other Resources:** Other readings and resources will be available on Blackboard and the class will react to news of social impact that may happen in the upcoming months. Please use the free **New York Times** and **Kanopy** subscriptions provided by BMCC.

**Use of Technology:** Please check Blackboard regularly for course updates, additional resources and links to the lecture notes, and follow the Instagram account IntroToSociology.

**Evaluation & Requirements of Students:**

**Participation and Attendance:** It is essential that you come to class prepared and ready to participate in debates and conversations. This means you will have done the reading and assignments for the day and are prepared to discuss them. Regular in-class writing assignments, group work and other projects will not receive individual grades, but will contribute to your overall attendance and participation grade – **15 % of final grade**

**Quizzes:** There will be 3 multiple choice reading quizzes. I will drop the lowest grade – **20 % of final grade**

**Essay:** There will be a 3-page essay due over the course of the semester. Topics will be chosen by the students and approved by the professor. Guidelines will be provided. – **30 % of final grade**

**Exams:** There will be two exams consisting of, multiple choice, short answer questions and short essays. **35 % (15 % midterm; 20 % final)**

**Total..... 100 %**

**Structure of the class:**

Every class will start with a short discussion about the weekly reading or assignment and how these topics affect our daily life. After that, there will be short lecture periods based on textbook content followed by a multimedia activity and/or a group exercise or a debate. This structure is flexible and subject to change.



## Outline of Topics & Readings (subject to change)

### Week 1.

- Introduction to the course and syllabus
- Chapter 1: An Introduction to Sociology
- Reading in class and finding nuances exercise. The upside down debate.
  - o New York Times: *UK Appoints a Minister of Loneliness*  
<https://mobile.nytimes.com/2018/01/17/world/europe/uk-britain-loneliness.html>

### Week 2.

- Chapter 1: An Introduction to Sociology
- Reading: C. Wright Mills: "The Promise":  
<http://faculty.collin.edu/lstern/socimagination.pdf>
- Short film: *Happiness*, by Steve Cutts (2017) <https://vimeo.com/24440542>

### Week 3.

- Chapter 2: Sociological Research
- How to write the essay: topics and guidelines.
- Exercise: Find sociology behind your favorite thing

### Week 4.

- Quiz #1 Chapter 1 and 2
- Chapter 3: Culture I
- Multimedia: The dangers of a single story  
[https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)
- Classroom exercise role play: The Cultural Sensitivity at the End of Life Chart, by MJHS Hospice.

### Week 5.

- Chapter 3: Culture II
- Debate: Culture and Globalization based on previously assigned reading New York Times *Garifuna Immigrants in New York*  
<https://lens.blogs.nytimes.com/2015/07/24/garifuna-immigrants-in-new-york/>

### Week 6.

- Chapter 4: Society and Social Interaction
- Reading in the classroom: Meet the Lesbian Jewish Mom & Rabbi Who's Leading a Congregation in Rural Maine  
<https://www.kveller.com/meet-the-lesbian-jewish-mom-rabbi-whos-leading-a-congregation-in-rural-maine/>
- Debate: Inclusion and exclusion. Pros and cons.

### Week 7.

- Quiz #2: Chapters 3 and 4
- Chapter 5 and 6: Socialization and Groups and Organization
- Debate: How new technologies are changing our social life? Based on previously assigned reading - The Atlantic. *Is Facebook making us lonely?*  
<https://www.theatlantic.com/magazine/archive/2012/05/is-facebook-making-us-lonely/308930/>



#### Week 8

- Chapter 9: Social Stratification in the United States
- Short clip about Meritocracy: <https://www.youtube.com/watch?v=bTDGdKaMDhQ>
- Watch on Kanopy and debate: Room at the Top, by Jack Clayton (1959)  
<https://bmcccuny.kanopy.com/video/room-top>
- Questions about the midterm exam

#### Week 9.

- Midterm exam

#### Week 10

- Chapter 7: Deviance, Crime and Social Control
- Reading: Odd laws in America:  
[https://ww2.harford.edu/faculty/DVolkart/Handouts/odd\\_state\\_laws.htm](https://ww2.harford.edu/faculty/DVolkart/Handouts/odd_state_laws.htm)
- Watch in the classroom: Netflix's 13th, by Ava Du Vernay (2016)  
<https://www.netflix.com/us-es/title/80091741>
- Debate

#### Week 11.

- Chapter 11: Race and Ethnic Inequality
- Reading in the classroom: CNN *Most Diverse Place in America? It's not where you think*  
<http://www.cnn.com/2015/06/12/us/most-diverse-place-in-america/index.html>

#### Week 12

- Essay submission
- Chapter 11: Race and Ethnic Inequality II
- Watch at home and debate: *I'm Not Your Negro*, Raoul Peck (2016)  
<https://bmcccuny.kanopy.com/video/i-am-not-your-negro>

#### THANKSGIVING BREAK

#### Week 13.

- Chapter 12: Gender, Sex and Sexuality
- Debate: *Internalized homophobia and quality relationships between lesbians, gays and bisexuals.* <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2678796/>

#### Week 14. December 9th:

- Quiz #3: Chapters 11 and 12
- Chapter 12: Marriage and the Family
- Debate: Open Relationships <https://www.nytimes.com/2017/05/11/magazine/is-an-open-marriage-a-happier-marriage.html>

#### Week 15: TBD Final Exam

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## **Other Policies and Information**

### **Email Policy**

For any and all email correspondence with individuals or the class, I will use Blackboard and/or your BMCC email address. If you do not regularly use your BMCC email, you should have your BMCC emails forwarded to whatever personal account you use. If you email me from a non-BMCC email, be aware that there is a chance that your email will go to my junk mail and/or if I do not recognize who it comes from I may not respond.

### **College Attendance Policy**

At BMCC, the maximum number of absences is limited to one more hour than the number of hours a class meets in one week. For example, you may be enrolled in a three-hour class. In that class, you would be allowed 4 hours of absence (not 4 days). In the case of excessive absences, the instructor has the option to lower the grade or assign an F or WU grade.

Excessive absences can result in the reduction of your course grade; four unexcused absences will result in the loss of one letter grade. More than four unexcused absences are grounds for failing the course. Extreme tardiness will count as an absence.

### **Cell Phone Policy**

This course integrates technology in the classroom and makes it a learning tool, but please refrain yourself to use it for personal purposes during the class.

### **Academic Adjustments for Students With Disabilities**

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Accessibility at 212-220-8180. BMCC is committed to providing equal access to all programs and curricula to all students.

### **BMCC Policy on Plagiarism and Academic Integrity Statement:**

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has some guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's website, [www.bmcc.cuny.edu](http://www.bmcc.cuny.edu). Note: For further information, please consult the college bulletin (also available online).

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## **Learning Outcomes and Assessments**



### Student Learning Outcomes: Introduction to Sociology

After completing this course, students will be able to:

- **Outcomes:** Apply the sociological imagination to understand everyday life.  
**Assesment:** Classroom discussions, quizzes, essays, exams.
- **Outcomes:** Clearly explain and use sociological theories and concepts in writing.  
**Assessment:** Essay, exams.
- **Outcomes:** Demonstrate a deeper understanding of social structure of society in terms of social class, gender, race and ethnicity.
- **Outcomes:** Demonstrate an understanding of the relationship between the structure of human society and individual and collective behavior.  
**Assessment:** Classroom discussions, quizzes, essays, exams.
- **Outcomes:** Employ sociology as a form of critical thinking and analysis.  
**Assesment:** Participation in classroom discussions, quizzes, essays, exams.

### General Education Outcomes and Assessment

- **Outcomes: Communication** – Students will be able to write, read, listen and speak critically and effectively.  
**Assessment:** Participation in the classroom discussions, quizzes, essays, exams.
- **Outcomes: Social and Behavioral Sciences** – Students will be able to apply the concepts and methods of the Social Sciences.  
**Assessment:** Quizzes, classroom discussions and work, essays, exams.
- **Outcomes: Information & Technology Literacy** – Students will be able to collect, evaluate and interpret information an effectively use information technologies.  
**Assesment:** Essays, quizzes, classroom discussion and work.
- **Outcomes: Values** – Students will be able to make informed choices base on an understanging of personal values, human diversity, multicultural awareness and social responsibility.  
**Assessment:** Classroom discussions and work, assays, exams.

### Pathways Outcomes and Assessment: Individual and Society

- **Outcomes:** Gather, intrepret, and assess information from a variety of sources and points of view.  
**Assessment:** Classroom discusions, essays, exams.
- **Outcomes:** Evaluate evidence and arguments critically or analytically.  
**Assessment:** Quizzes, Classroom discussions and work, essays, exams.
- **Outcomes:** Produce well-reasoned written or oral arguments using evidence to support conclusions.  
**Assessment:** Essays, classroom discussions and work, exams.
- **Outcomes:** Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion and sociology.  
**Assessment:** Classroom discussions and work, quizzes, essays, exam.
- **Outcomes:** Examine how an individual’s place in socidety affects experiences, values, or choices.  
**Assessment:** Classroom discussions and work, quizzes, essays and exam.



- **Outcomes:** Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.  
**Assessment:** Essays, quizzes, classroom discussions and work, exams.