

# COURSE SYLLABUS



## Course Title: Intro to Sociology

**Course code: SOC 100/1**

**Term and year:** Spring 2022

**Day and time: Tuesday, 8.15 – 11.00 Hrs.**

**Instructor:** Vidhu Maggu, PhD, MBA

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**Consultation hours:** by appointment

<b>Credits US/ECTS</b>	3/6	<b>Level</b>	Introductory
<b>Length</b>	15 weeks	<b>Pre-requisite</b>	Choose an item.
<b>Contact hours</b>	42 hours	<b>Course type</b>	Bachelor Required/Elective

### 1. Course Description

This course is an introduction to the study of society and to C. Wright Mills "sociological imagination", wherein we analyze some of the central issues in society and their impact on our everyday lives.

Throughout the course, we will study Sociology not only as an academic discipline but also as a way of perceiving and understanding the world around us.

We will examine sociological theories in areas such as the institution of marriage and family, race and ethnicity, gender relations, social and class stratification, in order to develop the ability to relate to and get a better understanding of these various social issues surrounding us in the contemporary society.

### 2. Student Learning Outcomes

The main goal of this course is to enable the student to develop a sociological perspective with respect to course specific content.

Upon completion of this course, students should be able to:

- Comprehend the major theoretical and methodological perspectives in Sociology.
- Understand the key concepts of the modern science of sociology.
- Define and describe main ideas of major sociological thinkers, and how they have impacted our outlooks today.
- Explain human behavior from a sociological perspective in the context of different cultures and be able to assess them in the context of their own setting.
- Understand their personal life in relation to broader social structures and change through the application of sociological perspective to human interactions, relationships, groups and social institutions.
- Demonstrate an appropriate level of competence in written expression as demanded by the discipline and as expected of an undergraduate student.
- Demonstrate an appropriate level of competence in library research as demanded by the discipline and as expected of an undergraduate student.

### 3. Reading Material

#### **Required Materials**

- All materials can be accessed via NEO. Most of the reading will come from:
  - Macionis, J and Plummer, K (2008) *Sociology: A Global Introduction*, London: Prentice Hall (Hard copy will be on reserve in the library)
  - Articles or additional materials provided during the semester and/or on NEO

#### **Recommended Materials**

- British Sociological Association: <http://www.britsoc.co.uk/>
- American Sociological Association: <http://www.asanet.org/>
- American journal of Sociology: <https://www.journals.uchicago.edu/toc/ajs/current>

#### **Recommended Materials**

Additional reading material and lecture slides will be uploaded weekly under ‘Lessons’ on the Neo portal. Much of out of class communication will be done using Neo, including sending of articles, case studies, class notes etc.

### 4. Teaching methodology

The course will be taught by a series of lectures, in-class activities, quizzes, simulation exercise, group work and discussion of specific reading materials/case studies. Students will read, watch, analyze and discuss a variety of text specific visuals to enable them to deal with real-life sociological predicaments.

This format aims to develop student’s ability to analyze a problem, synthesize an analytic discussion, present and justify an analysis orally and respond to criticism and queries raised by fellow students and the course tutor.

Every student in my class, regardless of their background, sex, gender, race, ethnicity, class, or any identity category, is a valued and equal member who bring their own set of experiences and these different experiences enrich the course content. I strive to do my best to respect this diversity throughout the semester and encourage every student to share their own experiences as they are relevant to the course. If there are aspects of the instruction of this course that result in barriers to your inclusion or a sense of alienation, please contact me privately without fear of reprisal.

### 5. Course Schedule

**Note: \*This syllabus serves as a guide for the course and is subject to change, with student notification, to meet the needs of the course.**

\*Additional readings and related websites will be assigned throughout the semester

<b>Date</b>	<b>Class Agenda</b>
<b>February 8<sup>th</sup> Week 1</b>	<b>Topic:</b> Introducing Sociology- Origin of Sociology <b>Description:</b> Basic Introduction to the discipline and the course content. <b>Reading:</b> Chap. 1 (Macionis & Plummer) <b>Assignments/deadlines:</b> In-class activity.

<b>February 15<sup>th</sup></b> <b>Week 2</b>	<b>Topic:</b> Theoretical Perspectives <b>Description:</b> The Functionalist Perspective <b>Reading:</b> Chap. 4 (Macionis & Plummer) <b>Assignments/deadlines:</b> Case Study: Do individuals have the right to choose suicide? (Check on Neo)
<b>February 22<sup>nd</sup></b> <b>Week 3</b>	<b>Topic:</b> Theoretical Perspectives... <i>cont.</i> <b>Description:</b> Conflict Theory and Symbolic Interactionism <b>Reading:</b> Chap. 4, 7 (Macionis & Plummer); Case Study: Marx and Durkheim (available on Neo). <b>Assignments/deadlines:</b> <i>Choose Team topic (for final team projects) and post requests for dates.</i> <i>Panel debate and follow up discussion, Song Analysis Project</i>
<b>March 1<sup>st</sup></b> <b>Week 4</b>	<b>Topic:</b> Conducting Research, <b>Quiz (15%)</b> <b>Description:</b> Understanding various steps and the methods used for conducting research. <b>Reading:</b> Chap. 3(Macionis & Plummer)- Understanding various steps and the methods used for conducting research Case Study: Whyte's Street Corner Society (available on Neo) <b>Assignments/deadlines:</b> Role Play, Discussion on the above Case Study <b>Quiz</b>
<b>March 8<sup>th</sup></b> <b>Week 5</b>	<b>Topic:</b> Society and Culture <b>Description:</b> Understanding the various components of culture, cultural diversity and cultural change. <b>Reading:</b> Chap. 5 (Macionis & Plummer) <b>Assignments/deadlines:</b> Discussion- Stuart Hall: from culture to cultural studies, p.151(Macionis and Plummer)
<b>March 15<sup>th</sup></b> <b>Week 6</b>	<b>Topic:</b> Family and Marriage <b>Description:</b> Understanding family structures across cultures, family in the twenty-first century <b>Reading:</b> Chap. 18 (Macionis & Plummer) <b>Assignments/deadlines:</b> Case study -Debating Social Issues: To regulate or not, that is the question. Recap of topics covered in class - preparing for the Mid-terms.
<b>March 22<sup>nd</sup></b> <b>Week 7</b>	<b>Topic: MIDTERM EXAM (20%)</b> <b>Description:</b> Midterm- all topics covered will be included in the midterm (till Family and Marriage) <b>Assignments/deadlines:</b> Midterm Exam (i) Working on Group project proposal; (ii) Each student to submit topic for Individual Project (Address to Humanity)
<b>March 29<sup>th</sup></b> <b>Week 8</b>	<b>Mid Term Break- No class!</b> <b>Enjoy your break 😊</b>
<b>April 5<sup>th</sup></b> <b>Week 9</b>	<b>Topic:</b> Class stratification <b>Description:</b> Inequality, stratification and divisions in the society. Case Study- The Over class and the Underclass (available on Neo) <b>Reading:</b> Chapter 8-10 (Macionis & Plummer)

	<p>The big debate: Living in an unequal world, Macionis and Plummer (pp. 258-259) Recap of topics covered in class - preparing for the Mid-terms.</p>
<p><b>April 12<sup>th</sup> Week 10</b></p>	<p><b>Topic: Individual Project (Address to Humanity)-15%</b> Class stratification (if time permits) <b>Description:</b> <u>Individual Project</u> - Each student will make a three-minute presentation followed by open class discussion. <b>Deadline:</b> Each group to submit group project proposal (electronic and hard copy) based on the template provided (Check on Neo)</p>
<p><b>April 19<sup>th</sup> Week 11</b></p>	<p><b>Topic: Description:</b> Inequality, stratification and divisions in the society. <b>Reading:</b> Chapter 8-10 (Macionis &amp; Plummer) Case Study- Macionis and Plummer (pp. 258-259)- The big debate: Living in an unequal world. <b>Assignment:</b> Simulation exercise: Class and Power. A chance for you to confront the issues of resource distribution and stratification in our society. You and a group of other students will work up a highly detailed budget for an organization.</p>
<p><b>April 26<sup>th</sup> Week 12</b></p>	<p><b>Topic:</b> Race and Ethnicity <b>Description:</b> Understanding the social significance of race and ethnicity. <b>Reading:</b> Chap. 11 (Macionis &amp; Plummer); Case Studies: Do White People have an Ethnic Identity? (Check on Neo) <b>Assignment:</b> Case Studies: For their own sakes stop them now (available on Neo); W.E.B. Du Bois: race and conflict, p.334 (Macionis and Plummer)</p>
<p><b>May 3<sup>rd</sup> Week 13</b></p>	<p><b>Topic:</b> Gender and Society, <b>Team Project Presentation (20%)</b> <b>Description:</b> (i) Understanding sex and gender, gender socialization and gender stratification (ii) Each group will make a 12-15 minutes presentation to the class on a topic mutually agreed  <b>Reading:</b> Chap. 12(Macionis &amp; Plummer) BBC pay: Male stars earn more than female talent(<a href="http://www.bbc.com/news/entertainment-arts-40661179">http://www.bbc.com/news/entertainment-arts-40661179</a>) Case study: There's a good girl; Personalizing gender (available on Neo) <b>Assignments/deadlines:</b> Class activity- How would your life be different if you were a ..., Activity- Personalizing gender (in-class handouts)</p>
<p><b>May 10<sup>th</sup> Week 14</b></p>	<p><b>Topic: Team Project Presentations (20%)</b> <b>Description:</b> Each group will make a 12-15 minutes presentation to the class on a topic mutually agreed. <b>Reading:</b> Recap of all topics covered in class- preparing for the finals. <b>Assignments/deadlines:</b> Both electronic and hard copy of the Group Report to be submitted.</p>
<p><b>May 17<sup>th</sup> Week 14</b></p>	<p><b>Topic: FINAL EXAM (20%)</b> <b>Description:</b> Cumulative <b>Reading:</b> All topics covered in the class will be included in the exam.</p>

## 6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
<b>Class Participation and Attendance</b>	25	10%	Active and meaningful participation is expected. In-class activities will be assessed on either individual basis or group basis and will be marked according to student's ability to work together as a group and come up with a solution to the problem asked.	3
<b>Group Project</b>	25	20%	Students will work in small groups to give a presentation and demonstrate their ability to explain the studied topic to peers and identify key issues. Creativity and innovation are encouraged with regard to the facilitations! Handouts, visual aids, posters, slides, etc. will enhance the presentations and benefit the class	1 & 2
<b>Individual Project</b> (Address to Humanity)	20	15%	Students demonstrate analytical skills through their both oral presentation and written paper to explain a selected social issue to the class and identify key solutions. More information will be provided in class.	1,2
<b>Quiz</b>	10	15%	In-class written test to check the extent to which key terms and basic concepts are comprehended.	1,2
<b>Midterm exam</b>	25	20%	An in-class written examination to ascertain the extent to which key terms and basic concepts have been understood.	1
<b>Final exam</b>	35	20%	An in-class written examination to ascertain the extent to which key terms and basic concepts have been understood.	1
<b>TOTAL</b>	<b>150</b>	<b>100%</b>		

Assignments include a Group Project, Individual Project i.e. Address to Humanity, Quiz, Mid-term exam and a Final exam. Test format may be a combination of short answer exercise, essay questions covering all readings, lectures, hand-outs and class discussion content. *More details regarding all assignments will be discussed in class.*

## 7. Detailed description of the assignments:

### **Participation**

#### **Assessment breakdown**

<b>Assessed area</b>	<b>Percentage</b>
Analyzing the readings, raising logical questions, bringing discussion points, responding to questions and working as a team.	70%
Ability to express thoughts and discuss issues with peers in a scholarly manner	30%

*Participation grade will take into consideration your engagement with the material throughout the semester. Students are required to actively, meaningfully and thoughtfully contribute to class discussions and all types of in-class activities throughout the duration of the class. Meaningful contribution requires students to be prepared, as directed, in advance of each class session. This includes valued or informed engagement in, for example, small group discussions, peer-to-peer feedback (after presentations) etc. Students are responsible for following the course content and are expected to ask clarification questions if they cannot follow it.*

### **Group Project**

**Note:** *Presentations in which the student reads note's word-by-word will be heavily penalized. Each group is to submit a separate document with each members role clearly defined. Further information with regards to individual contribution in group project will be discussed in class.*

#### **Assessment breakdown**

<b>Assessed area</b>	<b>Percentage</b>
Ability to identify and introduce a specific topic that is helpful to other students and address the most relevant points and cover the key points in Sociology of the family.	20%
Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	20%
Ability to analyze and contextualize the topic in reference to the theoretical material covered in class, providing relevant citations	30%
Ability to show creativity and innovation with regard to the facilitations.	15%
Ability to stay within the provided time limit and work together as a team. Speaker maintains good eye contact with the audience and delivery is poised, controlled, and smooth.	15%

*Students will work in small groups to give a presentation and demonstrate their ability to explain the studied topic to peers and identify key issues. Creativity and innovation are expected with regard to the facilitations! Visual aids, cases, specific examples, data, slides, etc. will enhance the presentations and benefit the class.*

## **Individual Project (Address to Humanity)**

### **Assessment breakdown**

<b>Assessed area</b>	<b>Percentage</b>
Ability to identify, write, present and discuss a relevant topic in Sociology.	15%
Ability to write and discuss a clearly structured and grammatically correct paper, that is logically argued and information is well communicated. Sources used should be sufficient, relevant and credible.	25%
Ability to analyze and contextualize the topic in reference to the theoretical material covered in class.	15%
Ability to identify key solutions and points made reflect well their relative importance to the selected social issue.	30%
Ability to stay within the provided time limit. Delivery is poised, controlled, and smooth. Speaker uses a clear, audible voice and maintains good eye contact with the audience.	15%

*Students demonstrate analytical skills through their both oral presentation and written paper to explain a selected social issue to the class and identify key solutions.*

## **Quiz, Mid-term and Final Exam**

### **Assessment breakdown**

<b>Assessed area</b>	<b>Percentage</b>
Ability to demonstrate a grasp of the major issues posed by the questions	20%
Ability to be reasoned and convincing by employing terms, concepts, and frames of reference from texts, lectures, and class participation	40%
Ability to demonstrate a critical understanding of material covered in class and in readings	40%

*A written examination to ascertain the extent to which key terms and basic concepts have been understood.*

## **8. General Requirements and School Policies**

### **General requirements**

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules available in the Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

### **Electronic communication and submission**

The university and instructors shall only use students' university email address for communication. It is strongly recommended that any email communication between students and instructors take place in NEO LMS.

Each e-mail sent to an instructor that is about a new topic (meaning not a reply to an original email) shall have a new and clearly stated subject and shall have the course code in the subject, for example: "SOC 100/2 Mid-term Exam. Question".

All electronic submissions are carried out through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

### ***Homework and In-class assignments***

In-class assignments will be assessed on either individual basis or group basis and will be marked according to student's ability to work together as a group and come up with a solution to the problem asked.

Homework will be assessed individually and will evaluate your comprehension of the week's reading.

All assignments must be submitted both as hardcopy and electronically on the due dates. It is to be submitted with a cover sheet indicating your name, a title of your work and the name of this course and must be numbered & stapled. All papers should be word-processed, 1.5 spaced and in a 12-point font.

### ***Required Readings***

Read assignments on time. The lectures and class discussions are always based on the assumption that you already have understood the more elementary aspects of the readings.

### ***Attendance***

Attendance, i.e., presence in class in real-time, is expected and encouraged. However, the requirement that students miss not more than 35% of real-time classes is temporarily suspended due to the COVID-19 pandemic.

### ***Absence excuse and make-up options***

Should a student be absent from classes for relevant reasons (illness, serious family matters), s/he can submit to the Dean of Students an Absence Excuse Request Form supplemented with documents providing reasons for the absence. These must be submitted within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

***Late work:*** No late submissions will be accepted – please follow the deadlines.

### ***Electronic devices***

Any electronic devices (phones, tablets, laptops...) may be used only for class-related activities (taking notes, looking up related information...). Any other use will result in being marked absent and/or being expelled from the class. No electronic devices may be used during the tests or exams.

***Eating*** is not allowed during classes.

### ***Cheating and disruptive behavior***

If a student engages in disruptive or other conduct unsuitable for a classroom environment of an institution of learning, the instructor may require the student to withdraw from the room for the duration of the activity or for the day and shall report the behavior to the Dean.

Students engaging in behavior which is suggestive of cheating (e.g. whispering or passing notes) will, at a minimum, be warned. In the case of continued misbehavior the student will be expelled from the exam and the exam will be marked as failed.

### ***Plagiarism and Academic Tutoring Center***

Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.” (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin’s White Paper ‘The Plagiarism Spectrum’ (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another’s work, word-for-word, as one’s own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one’s own previous work without citation; To self plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The “Aggregator” includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text’s original wording and/or structure.

As the minimum policy the types of plagiarism from 1 through 8 results in the failing grade from the assignment and must be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult their papers with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

### ***Course accessibility and inclusion***

Students with disabilities are asked to contact the Dean of Students as soon as possible to discuss reasonable accommodations. Academic accommodations are not retroactive. Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

## 9. Grading Scale

Letter Grade	Percentage*	Description
A	95 - 100	<b>Excellent performance.</b> The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90 - 94	
B+	87 - 89	<b>Good performance.</b> The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83 - 86	
B-	80 - 82	
C+	77 - 79	<b>Fair performance.</b> The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73 - 76	
C-	70 - 72	
D+	65 - 69	<b>Poor.</b> The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60 - 64	
F	0 - 59	<b>Fail.</b> The student has not succeeded in mastering the subject matter covered in the course.

\* Decimals should be rounded to the nearest whole number.

**Prepared by and when:** Vidhu Maggu.