

SOC 280 Sociology OL MASTER1

2017 Section ALL 05/09/2017 to 03/30/2019 Modified 05/13/2020

Meeting Times

Online Classes

A "class week" for online courses starts on a Monday and ends on the following Sunday at 11:59 p.m. (Pacific time).

Class Length: 10 weeks

Your instructor **may** schedule optional synchronous/live sessions using the Virtual Classroom (Blackboard Collaborate) meeting space. Please check your course announcements for specific dates and times. All meetings will be recorded and will be accessible in the Virtual Classroom.

Contact Information

Course Description

Questions basic sociological concepts, such as socialization and culture; social organizations; stability and change in societies; cooperation and conflict among human groups; religious, political, economic, technical, and scientific institutions. Sociological concepts and issues as culture and subculture; development of the self; gender and age roles; social class and caste; groups, communities, collectivities, and organizations; deviance; racism; human institutions: family, religion, education, government, economics; and population change in society are discussed.

Total Course Credits:	Total Course Hours:	Lecture Hours Online:
3	47	47
Lab Hours:	Supervised Clinical/Practicum Hours:	Externship/Internship Hours:
0	0	0

Course Learning Outcomes

1. Distinguish between macro- and micro-level sociological perspectives, specify the theoretical components of each theory, and connect each theory to its historical and contemporary theorists. This should include an understanding of the four major sociological perspectives: functionalist, conflict, symbolic interaction, and feminist thought), their theoretical components, and their historical evolution.
2. Understand how sociological concepts can be applied to your future endeavors—academically, professionally, and personally—by using the "sociological imagination" and applying it to your everyday life.
3. Describe the socialization process, being able to explain how humans develop social consciousness, thinking skills, self-concepts and moral codes and provide at least eight reasons why socialization is important.
4. Recognize the concepts "tolerance of cultural differences" and "diverse group behaviors" as you learn and appreciate multicultural differences and similarities.
5. Define the major social institutions in our society and the role they play in our lives, and identify how social institutions are changing, and how these changes, in turn, influence our points of view and subsequent
6. Understand the basic historical data, sociological processes and concepts, and contemporary issues concerning the social construction of race, ethnicity, gender, social status, economic class, and how these social constructs have changed over time.
7. Explain how deviance and conformity are socially constructed, and how what is considered deviance depends on the specific time periods, cultures, locations, historical periods, and reference groups.

Week	CLOs	PLOs	ILOs
1	1, 2	1, 5, 6, 7	1, 3, 5
2	1, 2, 3, 5, 6	1, 5, 6, 7	1, 3, 5

3	1, 2, 3, 5	1, 5, 6, 7	1, 3, 5
4	1, 2, 4, 5, 7	1, 5, 6, 7	1, 3, 5
5	2, 4, 5, 6	1, 5, 6, 7	1, 3, 5
6	2, 5, 6	1, 5, 6, 7	1, 3, 5
7	1, 2, 4, 5, 6	1, 5, 6, 7	1, 3, 4, 5
8	2, 4, 5, 6	1, 5, 6, 7, 8	1, 3, 4, 5, 6
9	2, 5, 6, 7	1, 5, 6, 7, 8	1, 3, 5
10	1-7	1, 5, 6, 7, 8	1, 3, 5

Program Learning Outcomes

General Education Program Mission

The General Education program provides students with a measureable, outcomes-based foundational education that not only integrates with and complements the chosen academic emphasis, but also transcends the major discipline. The General Education program prepares students to be competent and ethical problem solvers. They will be adept at demonstrating critical reasoning, scientific methodology, multidisciplinary inquiry, and communication skills that will enable them to make intellectually sound decisions that will embody a cultivated and deep appreciation for cultural diversity for the world in which they live.

General Education Program Philosophy

The General Education program prepares students to be responsible, informed, and ethical citizens, and to develop the dimensions of character needed to navigate, adapt, and succeed in an ever-changing complex world. The General Education curriculum challenges students to explore and analyze the dimensions of the human condition through an intellectually coherent, meaningful, and transformative foundational education. The General Education program is designed such that engagement in high-impact learning experiences, technology, and integrative learning will advance students' knowledge and skills in written and oral communications, critical reasoning, cultural diversity, scientific reasoning and innovation, quantitative reasoning, and technological and informational literacy. The achievement of General Education core competencies affords students the foundation to grow personally, professionally, and socially, and seek opportunities for lifelong learning.

General Education Program Learning Outcomes

Following completion of the General Education curriculum, students will be able to:

1. Demonstrate competent written communication skills.
 1. Demonstrate an understanding of creative, academic, and other professional written communication.
 2. Demonstrate competence in written English communication through intensive, research-based practical application of basic and advanced writing principles.
 3. Demonstrate the ability to organize, develop, and present coherent written work that reflects a strong command of English grammar, sentence mechanics, paragraph structure, and paper formatting, and be able to employ these competencies effectively in a range of writing.
2. Employ effective oral communication skills.
 1. Demonstrate the ability to effectively apply verbal and nonverbal communication in a range of academic and nonacademic settings.
 2. Demonstrate the ability to analyze and address usages of ethos, pathos, logical fallacies, audience reception, cultures of communication, language choice, nonverbal cues, effective listening, and speech delivery.
3. Interpret quantitative data using mathematical principles to effectively identify core issues and solve problems.
 1. Demonstrate competence in quantitative reasoning by applying mathematical concepts and basic quantitative literacy to real-world applications.
 2. Demonstrate the ability to effectively synthesize, analyze, and interpret mathematical data to draw inferences and connect findings to a range of other disciplines.
4. Illustrate competence in the biological, physical, and natural sciences.
 1. Demonstrate an understanding of scientific concepts, theories, and principles.

2. Demonstrate an ability to analyze, interpret, and apply scientific theory and investigative methodologies through laboratory and practical experiences.
3. Demonstrate an effective connection of quantitative and critical reasoning to the biological, physical, and natural sciences.
5. Demonstrate technological and informational literacy by locating disparate information through multiple sources.
 1. Demonstrate the effective use of a multidisciplinary and ethical approach to electronic and print information access, retrieval, analysis, and synthesis of general and specialized information.
 2. Demonstrate the application of critical and quantitative reasoning skills to determine reliability and validity of information.
6. Analyze ideas and make decisions using critical thinking skills.
 1. Demonstrate an understanding of how to differentiate and analyze critical reasoning, perception, cognitive development, decision making, emotional intelligence, deductive and inductive reasoning, and formal and informal logic.
 2. Demonstrate an understanding, recognition, and construction of critical reasoning in relation to written and spoken arguments.
 3. Demonstrate competence in the application of critical reasoning techniques to address real-world situations and issues.
7. Describe and interpret diverse perspectives, value systems, histories, cultural traditions, and artistic expressions.
 1. Demonstrate an understanding and appreciation of the profound interconnectivity of diverse human behaviors, value systems, societies, cultures, and traditions.
 2. Demonstrate an understanding of the impact of the complexities and interconnections of society and culture across a variety of historical and contemporary contexts.
 3. Demonstrate the ability to explain how global culture and diversity impact students' own values, ethics, character, and judgment.
8. Articulate issues and arrive at a defensible conclusion, given a set of ethical dilemmas.
 1. Demonstrate the ability to recognize contexts in which ethical dilemmas arise.
 2. Demonstrate the ability to apply ethical values and principles to discipline-specific and other real-world situations.
 3. Demonstrate the ability to delineate competing ethical claims in the process of articulating a values-based, critically reasoned defense

Course Materials

Your textbook is available for purchase through the [West Coast University bookstore](https://bncvirtual.com/westcoastuniversity). (<https://bncvirtual.com/westcoastuniversity>).

Please be aware that used textbooks may not include access codes, study guides, and/or DVDs containing additional course materials that may be required for the course. In some cases supplemental materials may be directly purchased from the publisher. However, students will be held accountable for obtaining these materials in order to meet all course requirements.

Sociology: A Brief Introduction

Author: Schaefer, R.

Publisher: McGraw-Hill.

Edition: 13th (2019)

Publication Manual of the American Psychological Association

Author: American Psychological Association

Publisher: American Psychological Association

Edition: 7th

Optional

Evaluation

West Coast University Grading Scale (Reflective of final course grade; see associated policy in Catalog)	Grade	Points	WCU Grading Scale
	A	4	93–100
	A-	3.7	90–92
	B+	3.3	87–89
	B	3.0	83–86
	B-	2.7	80–82

C+	2.3	76–79
C	2.0	73–75
C-	1.7	70–72
D+	1.3	66–69
D	1.0	63–65
D-	0.7	60–62
F	0.0	59 or below
AU	0.0	Audit
CR	0.0	Credit
P	0.0	Pass
NP	0.0	Not Passed
I	0.0	Incomplete
TC	0.0	Transfer Credit
W	0.0	Withdrawal (Before Drop Deadline)
WF	0.0	Withdrawal (After Drop Deadline)

Note: AU, CR, P, NP, I, TC, W, and WF are used on the Academic Record but have no point values and are not computed in the [Cumulative Grade Point Average \(CGPA\)](http://westcoastuniversity.smartcatalogiq.com/en/Fall-2017/West-Coast-University-Catalog/Academic-Policies-and-Procedures/Calculating-the-Cumulative-Grade-Point-Average) (<http://westcoastuniversity.smartcatalogiq.com/en/Fall-2017/West-Coast-University-Catalog/Academic-Policies-and-Procedures/Calculating-the-Cumulative-Grade-Point-Average>).

A minimum passing grade is required for each course and **varies by program**. Earned grades below the minimum passing grade reflect that the course has not been successfully completed. Each academic program has unique prerequisite requirements. Please see the specific program section for additional information.

Students should review the program specific grading scale in the [University Catalog](http://westcoastuniversity.edu/admissions/catalog.html), (<http://westcoastuniversity.edu/admissions/catalog.html>).

Evaluation Criteria

The evaluation criteria consists of **Formative** and **Summative** assessments of student learning.



Formative: Assessment that occurs throughout the course to provide feedback and support for improved performance as part of an ongoing learning process.

Examples: Evidence-based research, presentations, case studies, specific class projects, weekly quizzes, homework assignments, clinical or lab assignments, practice exams



Summative: Assessment that occurs at the conclusion of the course to determine whether student learning outcomes have been achieved.

Examples: Final exam, term paper, or term project

Signature Assignments, where applicable, are course assignments designed to comprehensively measure student achievement of course and program learning outcomes.

Additional Information:

- All assignments are to be submitted via the online classroom except where otherwise noted. Email submissions will not be accepted. Grades and comments on graded items will be posted in the Blackboard Gradebook, unless otherwise specified. **All assignments submitted for each course must be created for that particular course. Any assignment (a paper or presentation) submitted for credit in one course may not be duplicated and submitted for credit in any other course unless approved by the faculty or noted in the syllabus.**
- **Please review all rubrics in the course for assignment grading criteria, found under the My Grades tab.**
- **It is important that you save all of your completed assignments for your records.**
- Please ensure that you have saved copies of all your work on a drive such as Dropbox or a personal hard drive as you may be asked to recall these assignments as you near the end of your program.

Criteria

*The Week 10 assignment for online classes is due by Monday, 11:59 p.m. (Pacific time) of Week 10.

Please see specific grading criteria and course outline below. Contact your instructor with any questions.

Assignment	Weight / Points	Week Due	Details
Formative			
Weekly Discussion (25 points each)	225	Weeks 1-9	Please see the discussion rubric for grading information.
Week 1 Essay	50	Week 1	Sociology Major Theoretical Perspectives
Week 2 Essay	50	Week 2	Virtual Environments
Week 2 Research Paper Assignment	25	Week 2	Research Paper Topic Proposal
Week 3 Research Paper Assignment	100	Week 3	Research Question and Literature Review
Week 4 Essay	50	Week 4	Social Control and Morality
Week 5 Essay	50	Week 5	How Does Society Deal with Inequality?
Week 6 Research Paper Assignment	150	Week 6	Rough Draft
Week 7 Essay	50	Week 7	What Is the Role of Government, Politics and Economy in the Health Care System?
Week 8 Essay	50	Week 8	Education and Health Care
Summative			
Research Paper Final Draft	200	Week 10	Summative Assessment / Signature Assignment Final Draft
Total	1000		

Course and Program Specific Policies

Late and Make Up Work

Assignments and Activities (written papers, journals, blogs, projects or similar, both in class or online):

- Students may be allowed to make up assignments and work missed as a result of absences with penalty. Assignments submitted after the established due date will be penalized at **10% per day**. Late assignments will not be accepted more than 3 days after the due date unless preapproval from the instructor has been obtained in writing. Be sure to contact the instructor if you believe you must submit an assignment after the due date. Approvals outside the 3 days are generally provided for extenuating circumstances only.

Quizzes and Tests*

It is the student's responsibility to contact the faculty member within 48 hours of the original examination date of a quiz or test and follow the program policies for missed work. Students will not be allowed access to a quiz or test after the due date. Students may be able to complete a make-up quiz, test, or alternative assignment based on instructor discretion. Students who do not contact the faculty within 48 hours of the original examination date will earn a zero.

Examinations (Midterm and Final Examinations, Proctored Examinations, Proctored Assessments, or similar)*

Students are required to be present for all examinations. If the student must miss an examination due to a compelling reason**, the student must complete and submit the Examination Date Change Request form with the required supporting documentation for the event to the faculty member for that course. The documentation must be submitted at least three (3) weeks in advance of the examination. The faculty member will review and sign the request before submitting the documentation to the Dean, Director, or designee for approval or denial of the request. The documentation must be submitted at the time of the request, and the decision based on the original request is final.

Extenuating Circumstances

An extenuating circumstance is defined as an absence that is due to an unforeseeable circumstance and not a compelling reason or scheduled event. The student must notify the faculty member of the course within 48 hours before or after the date and time of the examination. The Dean, Director, or designee will make a determination regarding student eligibility to take an alternate form of make-up examination. If the student is able to demonstrate extenuating circumstances (such as the inclusion of healthcare provider documentation, a copy of an obituary notice or death certificate, or a copy of police report for automobile accidents), the Dean, Director, or designee may permit an alternate form of a make-up examination. The student may earn up to 100% on this make-up examination based on the review of the supporting documentation of the extenuating circumstances.

- The make-up examination must be taken within five (5) business days of the initial examination administration or before the date of the next class.
- The make-up examination may not be the same examination but may be an alternative format such as an essay examination.
- The student must take the make-up examination in a proctored environment.
- If the student is not able to provide acceptable documentation for either a compelling reason or an extenuating circumstance, the maximum score that the student may earn on the examination is 76%.
- Students who do not take the examination on the scheduled make-up date or who do not contact the instructor within 48 hours of missing the examination will receive a zero score for the examination.
- One form is required for each request. Any future make-up requests require a new form.
- Receiving the maximum amount of points on a make-up examination will be considered only for students who provide documentation of a compelling reason** for missing the examination or if an extenuating circumstance occurs and is supported by documentation. This does not apply for students who miss their regularly scheduled examinations due to student choice or error (e.g., oversleeping). The final determination for approval of a make-up examination is at the discretion of the Academic Dean, Director, or designee.

**Course curriculum varies from course to course. Not all courses have quizzes, tests, or examinations. It is your responsibility to review each syllabus for assignment criteria.*

***A compelling reason is defined as planned events or discretionary participation in activities such as weddings or required travel.*

Discussion Board Requirements

Discussion Board Requirements

The Online Discussion Board is designed to stimulate class dialogue that would normally take place in a face-to-face didactic setting. Participation in the Discussion Board serves as a learning strategy to help demonstrate student knowledge of course content. Each Discussion Board post will be assessed using a rubric (located under the "My Grades" menu). In addition to reviewing the grading criteria in the rubric, please note the following Discussion Board post expectations, which must all be met to earn full weekly discussion credit:

- Discussion posts must be completed during the week they are assigned. Discussion posts made in advance of the assigned week will not count toward the weekly discussion grade. If you wish to work ahead, please compose your responses in a Word document, then post when the week arrives.
- Each week, you are required to submit a reply to each initial prompt and replies to your peers or instructors in the Discussion Board. An automatic 10% point deduction will be assessed for all late **initial** postings.
Note: There may be more than one initial prompt per week, depending on the course and material covered. It is your responsibility to reply accordingly.
The required posts per initial prompt are described as follows:
 - No later than Wednesday, 11:59 p.m. (Pacific time) each week, you must post one (1) response to each initial prompt posted by the instructor AND
 - Throughout the week, and no later than the conclusion of each week, you must reply to a minimum of two (2) peers and/or instructors, per initial prompt, although replying to more is highly encouraged. Replies must be made throughout the week to show active participation.
- Any post made in the Discussion Board must be well-developed.
 - A well-developed post is meaningful, clearly demonstrates relevance to the topic, reflects critical thinking and your knowledge of the material, demonstrates *synthesis* of the subject matter, extends the discussion by building on previous posts, and includes proper source citations, when applicable. Posts limited to "I agree," "Great posting," or "Thank you" will not be assessed as well-developed and will therefore not be considered a contribution to the number of required weekly posts.

Course Outline

The Course Outline below serves as a course roadmap, displaying the topics and activities intended to be covered each week. This schedule is subject to change in the event of extenuating circumstances. Please see the weekly agenda and announcements page in the Blackboard course for further information.

- **Objectives** reflect the teaching activities that, if engaged in, are intended to lead to specific, measurable student learning outcomes.
- **Course Activities and Assignments** outline the teaching strategies used and the assessment requirements that students are to fulfill throughout the duration of the course.

**Refer to the assignment rubrics in your course for specific grading criteria, if applicable. Rubrics can be found in the My Grades section and/or in your assignment dropbox.*

Week	Topic	Objectives	Activities & Assignments
1	Sociology: Perspectives and Theories, Development & The Research Process	<ol style="list-style-type: none"> 1. Define the sociological imagination and apply it to social problems. 2. Explain the major theoretical perspectives and theories in sociology (functionalist, conflict, feminist, queer, and symbolic interactionist). 3. Study the historical development of the three major sociological perspectives—functionalist, conflict, and symbolic interactionist—and identify the sociologists who contributed to each. 4. Recognize the differences between macrosociology and microsociology. 5. Identify the seven basic steps of the scientific method. 6. Study the major research designs used by sociologists and learn to use simple statistics, percentages, mean, mode, and median to explain trends or changes in social phenomena. 7. Explain the importance of ethics in sociological research. <p>ILO# 1, 3, 5</p> <p>PLO# 1, 5, 6, 7</p> <p>CLO# 1, 2</p>	<p>Assigned Readings:</p> <ul style="list-style-type: none"> • Chapter 1: Understanding Sociology • Chapter 2: Sociological Research (Make sure you read appendix 1 & 2 of chapter 2). • <i>How to Read a Journal Article</i> • <i>How to Write a Research Paper</i> <p>Content and Activities</p> <ul style="list-style-type: none"> • View weekly presentation <p>Assignments:</p> <ul style="list-style-type: none"> • Weekly Discussion • Sociology Major Theoretical Perspectives Essay

Week	Topic	Objectives	Activities & Assignments
2	Culture, Society and Social Structure and the Media	<ol style="list-style-type: none"> 1. Discuss the following concepts: culture, culture industry, and culture universals using the major theoretical perspectives to explain culture. 2. Explore the relationship between language and culture using the Sapir-Whorf hypothesis. 3. Identify the relationship between culture and society and differentiate between the following elements of a culture: language, norms, sanctions, and values. 4. Examine innovation, diffusion, discovery and invention and explain how they might apply to the term cultural lag. 5. Discuss status and differentiate between ascribed, achieved, and master status. 6. Recognize social institution and contrast the functionalist, conflict, and interactionist views of social institutions. 7. Study the ways in which Emile Durkheim, Ferdinand Tonnies, and Gerhard Lenski contrasted modern societies with simpler forms of social structure (mechanical and organic solidarity, Gemeinschaft versus Gesellschaft, and sociocultural evolution). 8. Explain how the use of media affects people's social interaction. <p>ILO# 1, 3, 5</p> <p>PLO# 1, 5, 6, 7</p> <p>CLO# 1, 2, 3, 5, 6</p>	<p>Assigned Readings:</p> <ul style="list-style-type: none"> • Chapter 3: Culture • Chapter 5: Social Interaction, Groups and Social Structure • Chapter 6: The Mass Media • <i>Shaping America's health care professions: How the health sector will respond to 'generation X'</i> • <i>Health Care Harnesses Social Media</i> • <i>How to Make a Home Birth Safer</i> <p>Content and Activities</p> <ul style="list-style-type: none"> • View weekly presentation <p>Assignments:</p> <ul style="list-style-type: none"> • Weekly Discussion • Virtual Environments • Research Paper Topic Proposal
3	Socialization, Social Interaction, and Family	<ol style="list-style-type: none"> 1. Identify the socialization process, name the agents of socialization and rank their importance, know what a role is, and what role socialization plays in determining who we are. 2. Examine the "self," and compare and contrast the development of self-identity as described by Charles Horton Cooley (looking-glass self), George Herbert Mead (stages of the self), and by Jean Piaget. 3. Recognize Erving Goffman's presentation of the self (impression management and the dramaturgical approach) and the two psychological approaches to the self, as well as the theorists responsible for them. 4. Explain the significance of gender roles, and discuss how these roles relate to rites of passage. 5. Differentiate between anticipatory socialization and resocialization. 6. Recognize the different types of families and the functions of the family as a social institution. 7. Study how the four main sociological theories (functionalist, conflict, feminist, and symbolic interactionist) are used to examine the family structure. List the functions of the family under the correct theory <p>ILO# 1, 3, 5</p> <p>PLO# 1, 5, 6, 7</p> <p>CLO# 1, 2, 3, 5</p>	<p>Assigned Readings:</p> <ul style="list-style-type: none"> • Chapter 4: Socialization and the Life Course • Chapter 12: The Family and Human Sexuality • Exploring the transition and professional socialisation from health care assistant to student nurse • The language of 'experience' in nursing research <p>Content and Activities</p> <ul style="list-style-type: none"> • View weekly presentation <p>Assignments:</p> <ul style="list-style-type: none"> • Weekly Discussion • Research Question and Literature Review

Week	Topic	Objectives	Activities & Assignments
4	Deviance, Global and U.S. Class- Based Social Stratification	<ol style="list-style-type: none"> 1. Explain the relationship between social control, deviance, social role, and stigma. 2. Recognize the adaptations people make according to Robert K. Merton's theory of deviance. 3. Identify the various theories of deviant behavior. 4. Study the characteristics of the following systems of stratification: slavery, castes, estates, and social classes. 5. Examine the five major social classes in the United States as identified by Daniel Rossides. 6. Discuss how the functionalist, symbolic interactionist, and conflict perspectives can be used to explain social stratification. 7. Study poverty, absolute poverty, relative poverty, the feminization of poverty, and the problems associated with the culture of poverty. <p>ILO# 1, 3, 5</p> <p>PLO# 1, 5, 6, 7</p> <p>CLO# 1, 2, 4, 5, 7</p>	<p>Assigned Readings:</p> <ul style="list-style-type: none"> • Chapter 7: Deviance, Crime & Social Control • Chapter 8: Stratification and Social Mobility • <i>Becoming incapacitated? Long-term sickness benefit recipients and the construction of stigma and identity</i> • <i>Narratives</i> • <i>The Power of positive deviance</i> <p>Content and Activities</p> <ul style="list-style-type: none"> • View weekly presentation <p>Assignments:</p> <ul style="list-style-type: none"> • Weekly Discussion • Social Control and Morality
5	Global, Racial & Ethnic Inequality	<ol style="list-style-type: none"> 1. Discuss how the different sociological perspectives explain global inequality. 2. Study minority, racial, and ethnic groups, and explain the social construction of race and racial formation. 3. Define stereotypes, racism, color blind racism, white privilege, ethnocentrism, and cultural relativism. 4. Recognize how the different sociological perspectives explain race and ethnicity. 5. Distinguish between prejudice and discrimination, and define institutional discrimination and institutional racism. 6. Recognize the effects of ageism and distinguish between institutional and environmental discrimination. 7. Examine the meaning of the spectrum of intergroup relations and the words associated with such relations. <p>ILO# 1, 3, 5</p> <p>PLO# 1, 5, 6, 7</p> <p>CLO# 2, 4, 5, 6</p>	<p>Assigned Readings:</p> <ul style="list-style-type: none"> • Chapter 9: Global Inequality • Chapter 10: Racial & Ethnic Inequality • <i>Racism and Its Implications in Ethical –Moral Reasoning in Nursing Practice: A Tentative Approach to a Largely Unexplored Topic</i> • <i>Race, Ethnicity, Culture, and Disparities in Health Care</i> <p>Content and Activities</p> <ul style="list-style-type: none"> • View weekly presentation <p>Assignments:</p> <ul style="list-style-type: none"> • Weekly Discussion • How Does Society Deal with Inequality?
6	Stratification by Gender	<ol style="list-style-type: none"> 1. Define gender and explain how it is socially constructed. 2. Use the major sociological perspectives to explain gender stratification. 3. Define individual sexism and institutionalized sexism. 4. Describe the consequences for women, society, and the world of having more women in the workforce. <p>ILO# 1, 3, 5</p> <p>PLO# 1, 5, 6, 7</p> <p>CLO# 2, 5, 6</p>	<p>Assigned Readings:</p> <ul style="list-style-type: none"> • Chapter 11: Stratification by Gender <p>Content and Activities</p> <ul style="list-style-type: none"> • View weekly presentation <p>Assignments:</p> <ul style="list-style-type: none"> • Weekly Discussion • Research Paper Rough Draft

Week	Topic	Objectives	Activities & Assignments
7	Social Institutions: Government, Economy, and the Environment	<ol style="list-style-type: none"> 1. Study social institution. Identify the basic institutions and describe how they contribute to the transmission of society's values. 2. Examine democracy, socialism, and communism. 3. Identify the different types of authority as well as the different types of government. 4. Explore the three basic sources of power within any political system and explain the sociologists' perspective of power elite models. 5. Explain how race, gender, and class are related to politics, and how politics affects the healthcare system in the United States. 6. Compare and contrast the conflict and functionalist perspectives of environmental issues. 7. Recognize the connection between population growth and the environment, and explain why this might be important to the health field. <p>ILO# 1, 3, 4, 5</p> <p>PLO# 1, 5, 6, 7</p> <p>CLO# 1, 2, 4, 5, 6</p>	<p>Assigned Readings:</p> <ul style="list-style-type: none"> • Chapter 14: Government & the Economy • Chapter 15: Environment pp. 379-387. • <i>Six Economic Benefits of the Affordable Care Act</i> • <i>The Hidden Financial Incentives Behind Your Shorter Hospital Stay</i> <p>Content and Activities</p> <ul style="list-style-type: none"> • View weekly presentation <p>Assignments:</p> <ul style="list-style-type: none"> • Weekly Discussion • What Is the Role of Government, Politics and Economy in the Health Care System?
8	Social Institutions: Religion, Education & Health Care	<ol style="list-style-type: none"> 1. Identify basic social institutions and the ways they contribute to the transmission of values in society. 2. Study the four functions of religion and compare the views of Karl Marx, Emile Durkheim, and Max Weber on religion. 3. Explain how education is used as a tool to maintain social control and a transmitter of culture. 4. Discuss in detail the sociological perspectives on health and illness. 5. Examine the social epidemiology of health, and discuss why this might be important for someone who works in the health field. 6. Describe how sociologists define mental illness and the theories they use to explain it. 7. Recognize how the health profiles of many racial and ethnic minorities reflect social inequality in the United States. <p>ILO# 1, 3, 4, 5, 6</p> <p>PLO# 1, 5, 6, 7, 8</p> <p>CLO# 2, 4, 5, 6</p>	<p>Assigned Readings:</p> <ul style="list-style-type: none"> • Chapter 13: Education & Religion • Chapter 15: Health pp.363-379. • <i>Living with Hepatitis C: A sociological review</i> • <i>More than one and less than many: Materializing hepatitis C and injecting drug use in self-help literature and beyond</i> • <i>Epidemiological Sociology and the Social Shaping of Population Health</i> <p>Content and Activities</p> <ul style="list-style-type: none"> • View weekly presentation <p>Assignments:</p> <ul style="list-style-type: none"> • Weekly Discussion • Education and Health Care
9	Social Change	<ol style="list-style-type: none"> 1. Study collective behavior and identify its six determinants. 2. Recognize how sociologists use the terms "traditional social movements" and "new social movements." 3. Apply the definitions of false consciousness, resource mobilization, and relative deprivation to an example of a social movement. 4. Identify the three theoretical approaches to change: evolutionary, functionalist, and conflict. 5. Examine the four processes of social change according to Talcott Parsons. 6. Discuss the factors involved in resistance to social change and technology. <p>ILO# 1, 3, 5</p> <p>PLO# 1, 5, 6, 7, 8</p> <p>CLO# 2, 5, 6, 7</p>	<p>Assigned Readings:</p> <ul style="list-style-type: none"> • Chapter 16: Social Change in the Global Community • <i>The doctor will see you now: How the Internet and social media are changing healthcare</i> • <i>Dangers and opportunities for social media in medicine</i> <p>Content and Activities</p> <ul style="list-style-type: none"> • View weekly presentation <p>Assignments:</p> <ul style="list-style-type: none"> • Weekly Discussion
10	Sociology Research	<ol style="list-style-type: none"> 1. Communicate a sociology topic through research. 	<p>Assignments:</p> <ul style="list-style-type: none"> • Signature Assignment: Research Paper Final

University Mission

At West Coast University, we embrace a student-centric learning partnership that leads to professional success. We deliver transformational education within a culture of integrity and personal accountability. We design market-responsive programs through collaboration between faculty and industry professionals. We continuously pursue more effective and innovative ways through which students develop the competencies and confidence required in a complex and changing world.

Institutional Learning Outcomes

Institutional learning outcomes are designed by the University as a whole, taking into account the role that both instruction and student services play in contributing to a student's success. Institutional learning outcomes assume achievement of the stated programmatic learning outcomes of one's discipline. Upon graduating from a degree program offered by West Coast University, students will be able to:

1. Implement intellectual and practical problem-solving skills through information assessment and critical thinking.
2. Demonstrate effective written communication skills.
3. Demonstrate effective oral communication skills.
4. Demonstrate computer proficiency and information literacy.
5. Describe ethical standards and legal guidelines associated with one's chosen career field.
6. Explain why knowledge of and respect for the societal contributions of diverse cultures and perspectives is an important quality in one's discipline.
7. Articulate the importance of working collaboratively with other healthcare providers in support of the client/patient.

Academic Integrity and Dishonesty

Students should review the Academic Dishonesty Policy in the [University Student Handbook](http://westcoastuniversity.edu/student-affairs/student-services.html). (http://westcoastuniversity.edu/student-affairs/student-services.html). Students are expected to approach their academic endeavors with the highest academic integrity. They must cite sources and submit original work. Academic honesty is central to the institution/student partnership toward student success. Students are accountable for adhering to the Academic Integrity and Academic Dishonesty policies in the [University Student Handbook](http://westcoastuniversity.edu/student-affairs/student-services.html). (http://westcoastuniversity.edu/student-affairs/student-services.html).

Attendance Policy

West Coast University has a clear requirement for students to attend courses. Students should review the Attendance Policy in the [University Catalog](http://westcoastuniversity.edu/admissions/catalog.html). (http://westcoastuniversity.edu/admissions/catalog.html).

Reasonable Accommodations

West Coast University strives to provide reasonable accommodations to students who have a defined need and who follow the appropriate steps toward seeking the accommodation. The Reasonable Accommodations Policy is found in the [University Catalog](http://westcoastuniversity.edu/admissions/catalog.html) (http://westcoastuniversity.edu/admissions/catalog.html) and the [Student Handbook](http://westcoastuniversity.edu/student-affairs/student-services.html). (http://westcoastuniversity.edu/student-affairs/student-services.html).

Classroom Policies

Students are expected to dress professionally during class time as required by the Code of Conduct in the Catalog and any rules in your programmatic handbook. No children are allowed in classes or to be unattended on campus. Use of cell phones, smart phones, or any other electronic devices in the classroom during class time is strictly prohibited. Unauthorized use may lead to faculty member confiscation of the device for the remainder of the class. Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. A student responsible for disruptive behavior may be required to leave the class.

Grade Rounding

At West Coast University, scores are not rounded to the whole number until the end of the term. All student assignments, quizzes, and examinations will be rounded to the first decimal point. At the end of the terms, final course grades will be rounded to the nearest whole point. For programs that use the exam average to determine whether other course assignments are included in the final scoring (e.g., Nursing), the end-of-term exam average may be rounded (using the above rules) to make that determination.

WCU Quiz, Test, and Exam Policies

Quiz, test, and exam policies vary by course objectives and programmatic expectations. Some quizzes, tests, and exams utilize a timed approach, password verification, authentication process, proctoring protocols, and academic integrity software. Students must follow the policies as outlined in the syllabus and in accordance with the university, program, and any third-party company (i.e., ATI®) policies. Refer to the Code of Conduct and Academic Honor Code found in the University Student Handbook. Reference the Late and Make-Up Work policy for specifics regarding missed quizzes, tests, and exams.

Late and Make-Up Work Policy

All students are expected to submit evidence of learning as established by the academic program, which is outlined in the course syllabus. Students are required to meet the course objectives by submitting coursework no later than the assigned due date. In order to demonstrate achievement of the course learning outcomes, students may be allowed to submit late work. Specifics regarding late work are listed in the program and/or course section of the course syllabus. If a student submits late coursework, the instructor, at her or his discretion, may deny acceptance of the assignment or award partial to full credit in alignment with the program policies. Technological issues are not an excuse for late submissions unless the problem stems from university equipment, Blackboard outages, or third-party content providers.

Missed Quizzes, Tests, and Exams

All quizzes, tests, and exams must be completed by the date they are assigned. If a quiz, test, or exam is missed due to a documented emergency situation (e.g., death in the immediate family), it is the student's responsibility to contact the faculty member within 48 hours of the original due date and follow the program policies for missed work. Students who do not make up the quiz, test, or assessment as scheduled or who do not contact the instructor within 48 hours will receive a zero score for that assessment.

Final Week of Term/Semester/Trimester

Quizzes, tests, and exams must be completed and assignments must be submitted no later than the last scheduled day of class during the final week of the term/semester/trimester. In the final week, some courses will have an alternative class meeting day, time, and room, or submission deadline. Specifics regarding the final week are listed in the course syllabus. Refer to the University Attendance Policy for maximum absences and other details.

Technology

West Coast University utilizes the Blackboard Learning Management System. Technical support for Blackboard is offered 24 hours per day, 7 days per week. There are minimum system requirements to access not only Blackboard but also any resources that may be posted in Blackboard or utilized in a course. Please refer to the [University Student Handbook](http://westcoastuniversity.edu/student-affairs/student-services.html) (<http://westcoastuniversity.edu/student-affairs/student-services.html>) for minimum technical requirements. For tech support options, please click on the Support tab located at the top of your Blackboard home page. Blackboard can be accessed here: [www.learn.westcoastuniversity.edu](https://learn.westcoastuniversity.edu) (<https://learn.westcoastuniversity.edu>).

Library Information

You can access the library through the Library tab at the top of your Blackboard home page or here: <https://westcoastuniversity.edu/academics/library-resources.html> (<https://westcoastuniversity.edu/academics/library-resources.html>).

Course Related Policies

West Coast University has specific course related policies for overload, auditing, repeats, courses passed but not successfully completed, add/drop and withdrawal. Please see the [University Catalog](http://westcoastuniversity.edu/admissions/catalog.html) (<http://westcoastuniversity.edu/admissions/catalog.html>) for course related policies.