

Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: _____ Date revised 10/14/14, 10/6/20

4. Department/discipline: Sociology

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Introduction to Sociology
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: SOC 8. Course Level: 1001

9. Number of Credits: Lecture 3 Lab _____

10. Control Number (on site) 70 Control Number (online) 30

11. Catalog/Course description:

A survey of the characteristics of human group life with emphasis on the social structure of the social environment and its influence upon the individual. (Meets goal areas 5)

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s):

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Text: Macionis, John, J., Society: The Basics, 14th Edition, 2020, Pearson

Handouts as determined necessary and relevant.

Video tape segments covering topics under discussion are utilized and held on reserve by the instructor.

14. **Course Content** (Provide an outline of major topics covered in course)

- The Foundations of Sociology
- Culture and Society
- Socialization
- Interaction, Groups, and Organization
- Deviance
- Social Inequity and the Variables Associated
- Social Institutions
- Social Change

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Describe economic, cultural, and political factors that affect or determine the structure of society.	(A, D)	1, 6, 7
Demonstrate the ability to discuss sociological theories, concepts, and ideas in large and small groups and to express empirically as well as theoretically-based opinions.	(A, D)	4, 5
Examine and evaluate alternative perspectives and opinions while challenging their own assumptions regarding social issues.	(A, D)	1, 5, 7
Contextualize the primary institutions of family, education, religion, and economic and political structures. (A, D)	(A, D)	1, 6
Identify race, class, and gender inequality.	(A, D)	2, 6
Analyze the influence of individual values, beliefs, and traditions on the larger society, and identify-the multicultural aspects of society	(A, D)	3, 5, 6, 7
Develop and express interpretation and analysis of sociological principles through formal and informal writing.	(A, B, D)	3

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): 5

Goal and Outcomes:

Goal 5: History/Social Behavioral Science

Goal: To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

Students will be able to:

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.

17. Are there any additional licensing/certification requirements involved?

 Yes No

03/19/19