**Madison Local Schools**

**Course of Study**

 **Sociology (Course #763)**

**2016-17**

**Unit One**

Basic Sociological definitions and vocabulary will be introduced in building a foundation and framework that students will use throughout this semester-length Sociology course and Advanced Sociology (Course #764)

**Topic A**: Sociology is a “social/behavioral science”, as compared to “concrete sciences” such as mathematics, biology, physical science, chemistry, etc. “Sociological Imagination”…Think like a Sociologist. Other “behavioral sciences”: History, Psychology, U.S. Government, Economics, Anthropology, etc.

**Topic B**: Human behavior is very much like the concrete science world…there are human ACTIONS that lead to human REACTIONS…and then multiple reactions to those actions and reactions! The study of human behavior and relationships is incredibly complex and somewhat unpredictable.

**Topic C**: “People Need People”; without human interaction and relationships, what are we? When are we truly alone, void of human interaction, relationships, and groups? Very unlikely examples of loss of human interaction: “*Cast Away*”, post-nuclear war; apocalyptic scenarios.

**Topic D**: All groups can be broken down into two types of groups: Primary and Secondary. Characteristics and examples of Primary and Secondary groups in society. Rudimentary components of functional and dysfunctional groups. Concepts of Leadership/Rules/Continuity/Attendance of successful groups.

**Topic E**: Concept of “Adaptation” and the “Chameleon Effect” of humans. We are in a constant state of change and adaptation. Adaptations range from the miniscule to the traumatic and tragic. How do we handle adaptations in our lives? Does our society deal with adaptation? How has our American society changed/adapted since WW II?

**Topic F**: The Five Institutions of ALL Societies from first humans to the present. Family; Religion; Economic System; Education System; Government. Brief examination of each of the five and their importance to a stable society. These pillars of all societies have changed over time, but are strangely evident from caveman to the 21st century modern human.

**Topic G**: The lifelong process of SOCIALIZATION. When and how do we learn the “rules of the game of life”? Who do we learn from? Concepts of Folkways, More’s, and Laws and how these three types of norms regulate groups and society.

**Topic H**: The process of Socialization is further regulated by a clear set of Positive and Negative Reinforcements/Sanctions that are used to reward and punish a group or society’s members. We return to the Rudimentary Components of Functional Groups (Leadership/Rules/Continuity/Attendance) and the importance of Positive/Negative Reinforcement. When and why do groups and societies become dysfunctional? A breakdown in some aspect of the Socialization process and/or Positive/Negative Reinforcement system!

**Expectations of Learning**

* Have a basic understanding of the scope and nature of Sociology as a Behavioral Science.
* Have an understanding of the history of Sociology.
* Acquire a mastery of basic Sociological terms, definitions, and concepts.
* Understanding of the differences and complexities of Sociology as compared to other Behavioral/Social Sciences.
* Realization and understanding that Sociology (and all Social/Behavioral Sciences) is vastly different than other sciences. There is no definitive and/or correct answer to sociological questions.

**Vocabulary**

Sociology; Social/Behavioral Science; “Sociological Imagination”; “Concrete” Sciences; Human Action; Human Reaction; Primary Group; Secondary Group; Commonalities of Functional Groups; Adaptation; “Chameleon Effect”; the Five Institutions of All Societies; process of Socialization; the “Agents/Vehicles of Socialization; Folkways; More’s; Laws; Reinforcement/Sanction; Positive/Negative Reinforcements and Sanctions.

**Resources**

Student text(s): *Sociology the Study of Human Relationships* (2010); *Understanding Sociology* (1995); teacher-led lecture/discussion; teacher-authored “formal notes”; *USA Today*; videos/documentaries; portions of relevant music; portions of relevant movies; guest speaker(s);

**Assessments**

Formative: Teacher-authored/generated activities/assignments;

Summative: Quizzes; Unit Test; Notebook/Project.

**Pacing**

Approximately nine weeks in duration.

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**Unit Two**

This unit is a continuation of the building of a foundation of information, knowledge, and vocabulary of basic principles of Sociology. Delving deeper into more sophisticated and complex areas of Sociology, such as personality, societal theories, scientific method, the hidden powers of the mass/social media, the structural key elements of Sociology, and the concepts of forced conformity.

**Topic A**: Sociology and personality theories. Nature vs. Nurture; Birth Order; Parental Characteristics; Cultural Environment; theories of John Locke, C.H. Cooley, George Mead, Kingsley Davis, and Sigmund Freud’s Id/Ego/Superego. Students will take the MBTI Personality Test and determine their unique Personality Type (16 overall typologies).

**Topic B**: Societal Theories and selected societal theorist. Is there such a thing as a “Utopian Society”? Theories of Adam Smith, Emile Durkheim, Max Weber, Karl Marx, John Locke, W.E.B Dubois, Augustus Comte, Jane Addams, Herbert Spencer, and Harriet Martineau.

**Topic C**: A deeper more complex look at the Society of America-Democracy and Capitalism vs. Dictatorships and Communism. What is the U.S.A.? Strange mix of Capitalism and Socialism? Do we truly believe-as a society-that Capitalism is the best form of economic system. Can 1775 theories still hold relevance in the 21st century? Cost vs. Gain Theory; Rational Choice Theory. Adam Smith and Jeremy Bentham theories.

**Topic D**: Return for a deeper look at the Socialization process and the “Agents of Socialization”. Family, Peers, Church, Work, School, the Mass Media and Social Media. Marketing and Advertising in the Socialization Process. The power of TV Advertising and the techniques of advertising.

**Topic E**: The five Key and Basic Elements of higher level Sociology and Sociological Thought: Social Structure; Power; Social Integration; Social Action; and Culture.

**Topic F**: The use of Scientific Method in Sociology. How it differs from other “sciences”. How to conduct a reliable scientific study in Sociology. Abstraction…Data Collection…Analyze…Theorize.

**Topic G**: When is appropriate and necessary to use Forced Conformity of a group or society’s members? Begin a discussion of prison, psychiatric institutions, rest homes, etc. as a method of forcing those in groups or society who will not (or cannot) conform to the group or society’s norms. Differing theories on the concept of punishment.

**Expectations of Learning**

* Analyze how Sociology and Personality Development are uniquely intertwined.
* Identify the leading personality theorists-Freud, Mead, Davis, Cooley…
* Have a working knowledge and background of the Myers-Briggs Personality Inventory, and determine each unique 16 personality types.
* Basic understanding of different theories of society-Smith, Marx, Weber, Durkheim, Weber, Dubois, etc.
* Analyze Adam Smith’s theories of Capitalism, Cost vs. Gain, and Rational Choice Theory and apply to the American society.
* Understanding of Sociology and its role in the marketing/advertising world-particularly TV advertising and advertising techniques.
* Have a basic understanding of the Five Key and Re-occurring Elements of higher level Sociology and sociological thought.
* Apply Scientific Method to sociological problems and understanding that sociologists rarely come to conclusions, but rather can only theorize solutions and rationale.
* Develop and understanding of the concept of Forcing Conformity upon those who in society who will not or cannot conform to the norms of a society and that punishment is a necessary aspect of a functioning group and/or society.

**Vocabulary**

Personality; MBTI Personality Inventory; theories of: Freud, Cooley, Mead, Davis; Societal Theories; “Utopian” Society; theories of: Smith, Marx, Durkheim, Weber, Locke, Dubois, Spencer, Martineau, Addams, Comte; Agents of Socialization; Mass/Social Media; Techniques of Marketing/Advertising; Key Elements of Sociology; Scientific Method in the Social Sciences; and Forced Conformity.

**Resources**

Same as Unit One. Please refer to Unit One Resources.

**Assessments**

Formative: Teacher-generated assignments and activities.

Summative: Quizzes; Unit Test; Notebook/Project.

**Pacing**

Approximately nine weeks in duration.