Honolulu Community College
General Education – DIVERSIFICATION DESIGNATION
Certification and Recertification
Application Form
Spring 2012

APPLICANT: Fumiko Takasugi

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COURSE ALPHA and NUMBER: SOC100

COURSE TITLE: Survey of General Sociology

ESTIMATED NUMBER OF SECTIONS:
Fall: 5
Spring: 4

APPLICATION IS FOR:
☐ New Course ☐ Modified Course ☒ Existing Course ☐ Re-designation
☐ Certification ☒ Re-Certification. Date of last certification: possibly 2001

DIVERSIFICATION AREA DESIGNATION SOUGHT:
☐ DA (Arts) ☐ DP (Physical Sciences)
☐ DB (Biological Sciences) ☐ DS (Social Sciences)
☐ DII (Humanities) ☐ DY (Laboratory)
☐ DL (Literature and Language)

What percentage of the CONTENT of this course focuses on this diversification area? 100%

What percentage of CLASS MEETINGS focuses on this diversification area? 100%
1. **Hallmarks and SLOs.** Please explain how course-specific SLOs align with the diversification area’s hallmarks.

**DS.1. uses the terminology of theories, structures, or processes in the social or psychological sciences.**

SLO 1 – Understand major sociological theoretical approaches  
SLO 4 – Read academic articles and understand the significance of the work  
SLO 5 – Write well organized sociological essays that involve the use of social theory and social scientific terminology

Students of SOC100 learn major theoretical approaches in Sociology, as well as societal processes, through concepts like socialization and structure versus agency (SLO 1) through lectures, discussion, reading, and writing. Familiarity with concepts leads to the ability to use the terminology (SLO 4, SLO 5). This familiarity is acquired through learning the concepts, and engagement with the terms results in the application of these concepts.

**DS.2 involves concepts, models, practices, or issues of concern in the scientific study of these theories, structures, or processes**

SLO 2 – Comprehend and be able to apply basic sociological concepts to daily life  
SLO 3 – Recognize strengths and weaknesses of basic sociological research methods  
SLO 4 – Read academic articles and understand the significance of the work  
SLO 5 – Write well organized sociological essays that involve the use of social theory and social scientific terminology

DS2 addresses the core of Sociology, which is the scientific study of the interaction of individual and society. The individual is affected by the society in which s/he lives, and the individual also affects that society. As an overview of Sociology, SOC100 introduces students to the scientific method (SLO 3), the meaning of the social fact, and how these can be applied in the sociological imagination (SLO 2). Students of SOC100 are challenged to apply concepts and models to everyday examples and current events. They are expected to gradually utilize sociological concepts and models in analyzing daily life. These are done through engaging in critical thinking through discussion, reading (SLO 4), and writing (SLO 5).

**DS3. demonstrates inquiry that is guided by quantitative and/or qualitative methods employed in the scientific study of structures or processes of these sciences.**

SLO 3 – Recognize strengths and weaknesses of basic sociological research methods  
SLO 4 – Read academic articles and understand the significance of the work  
SLO 5 – Write well organized sociological essays that involve the use of social theory and social scientific terminology
Students of SOC100 gain an understanding of the scientific method in order to distinguish “common sense” knowledge from knowledge gained by rigorous systematic observation through an objective eye. Students learn both quantitative methods such as survey, experiments, and content analysis as well as ethnographic and archival research that is more qualitative in nature, learning the strengths and weaknesses of each (SLO 3). As a way of accomplishing this learning, students read academic work (SLO 4) and engage in structured writing that encompasses the scientific method (SLO 5).

2. Assessment strategies. Explain assessment strategies you have used (or plan to use) to measure the degree to which students exit the course with the course-specific SLOs. If there are multiple sections of the course taught by different instructors, please discuss how assessment is (or will be) carried out across instructors.

Multiple instructors teach multiple sections of SOC100. Instructors assess SLOs each semester through exams, writing assignments, and discussion/oral presentations. Student surveys are also utilized as a form of assessment data, although information gained is less direct with regard to how well a student has achieved a given SLO (since this is based on the student’s confidence in what s/he has achieved).

Exams

Type of exam differs from instructor to instructor. However, regardless of mode (i.e., essay format, multiple choice, short answer, or a combination of these), exams are developed to assess: 1) whether a student knows and can apply the necessary terminology of theories, structures, and social process and 2) whether a student comprehends and can use the concepts involved in the scientific method. A few examples can help to illustrate. A multiple-choice question may test a student on whether s/he knows the definition of the sociological imagination. Such an exam question can assess SLOs 1 and 2. A short-answer question can assess how well a student understands the strengths and weaknesses of quantitative versus qualitative research methods (SLO 3). In an essay exam question, the instructor can assess SLOs 1, 2, and 3 through SLOs 4 and 5. The instructor can ask the student to demonstrate the application of a concept like cultural capital, by having him/her write a paragraph or two to show how an article (read for class) utilizes the concept.

Writing assignments

Different instructors have developed different writing assignments in the various sections of SOC100, but all instructors create such assignments to assess how well students: 1) understand concepts and theories (SLO 1); 2) are able to apply these concepts and theories to everyday life (SLO 2); and 3) can use the scientific method to structure writing (SLO 3). Writing assignments directly assess SLO 5. SLO 4 is also assessed in writing assignments, as proper citation and format are significant parts of a Sociology paper. Reviewing literature and the ability to discuss and apply concepts, theories, and methods from peer-reviewed published work are important skills learned in SOC100. Acquisition of these skills is assessed through writing.

Discussion and oral presentations
Different instructors have developed different discussion and oral presentation requirements in the various sections of SOC100. Some instructors do not stress much oral in-class presentation, while others have students work on group projects to be presented to the rest of the class. For example, one instructor has students work in groups to present their understanding of the presentation of self in everyday life, through acting out and verbalizing how everyday life is similar to theatrical presentations, in which every individual is an actor on a stage (SLO 1, SLO 2).

Student surveys

Regular student evaluations conducted at the end of the semester as well as more informal surveys are used to gauge how students feel about their learning in SOC100. For example, questions such as how well a student feels s/he achieved understanding human behavior and use of research methods and scientific inquiry skills help derive quantitative data on students’ confidence in these areas. Furthermore, areas where students feel they need more work and/or support can be fleshed out in the open-ended questions at the end of the evaluations.

3. Assessment of assessment. How have you used (or plan to use) the assessment findings to modify or improve this course? If there are multiple sections of the course taught by different instructors, please discuss how review of assessment results is (or will be) carried out across instructors.

Individual instructors review results from exams, papers, and oral presentations each semester to determine where students are succeeding and where they are experiencing difficulty. Instructors then work on modifying teaching in areas where assessment shows students having difficulty. For example, exams often show that students have difficulty in applying concepts to real-life scenarios. Theories are often abstract and difficult to grasp; therefore, instructors work at exposing students to many examples in lectures and through reading. If students do not come to class or do not do the reading, they will not be fully comprehend or be able to apply these concepts. Instructors have therefore worked on attendance policy or testing and quizzing students specifically on readings.

Instructors in Sociology also continuously reflect on and discuss challenges in the SOC100 sections throughout the semester. At the end of the semester, the instructors meet as a department to reflect back on what worked and what hadn’t worked during the past semester. Exam questions, paper guidelines, use of specific materials, group projects, and other innovations are continuously revisited in these instructor group settings. Looking to the future, we now have a plan in place to continue these meetings, but with a focus on the Diversification Hallmarks and course SLOs. The results of these meetings will be reflected in the next round of recertification of the course.
DIVERSIFICATION BOARD DECISION:

☑ Approved
Re-Certification Due: **Fall 2017**

☐ Not approved
If not approved, reasons for disapproval:

Diversification Board Chair Signature: __________________________
Date: **6/26/12**
SURVEY OF GENERAL SOCIOLOGY (SOC100—CRN 21145)
COURSE SYLLABUS

UNIVERSITY OF HAWAII HONOLULU COMMUNITY COLLEGE
FALL SEMESTER 2012
T/R 2:30-3:45 Bldg 7/634

Instructor: Fumiko Takasugi, Ph.D.
Office Hours: M/T 1:30-2:30, M/W 10:30-11:30 and T 4-5 or by appointment in Bldg 7/621
Contact info: 845-9152 and takasugi@hawaii.edu
Please DO NOT private message me on Laulima – email me directly instead.

Required Materials:

Recommended Materials:
- Other readings will be announced and distributed in class.

Course Description (from the college catalogue): Basic social relationships, norms, social structures and processes affecting social change.

Student Learning Outcomes: Sociology is a social science because it is the systematic study of human behavior in society. Society both influences the experiences of individuals within it and is influenced by the individuals within it. The objective of this course is to gain an understanding of the sociological imagination, which we will encounter early in the semester. As the sociologist, C. Wright Mills, who coined the term says¹:

The sociological imagination enables its possessor to understand the larger historical scene in terms of its meaning for the inner life and the external career of a variety of individuals. It enables him to take into account how individuals, in the welter of their daily experience, often become falsely conscious of their social positions.

The first fruit of this imagination—and the first lesson of the social science that embodies it—is the idea that the individual can understand his own experience and gauge his own fate only by locating himself within his period, that he can know his own chances in life only by becoming aware of those of all individuals in his circumstances.

We have come to know that every individual lives, from one generation to the next, in some society; that he lives out a biography, and that he lives it out within


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some historical sequence. By the fact of his living he contributes, however minutely, to the shaping of this society and to the course of its history, even as he is made by society and by its historical push and shove. The sociological imagination enables us to grasp history and biography and the relations between the two within society. That is its task and its promise.

Perhaps the most fruitful distinction with which the sociological imagination works is between "the personal troubles of milieu" and "the public issues of social structure." ... Troubles occur within the character of the individual and within the range of his immediate relations with others; they have to do with his self and with those limited areas of social life of which he is directly and personally aware... A trouble is a private matter. Issues have to do with matters that transcend these local environments of the individual and the range of his inner life. They have to do with the organization of many such milieux into the institutions of a historical society as a whole, with the ways in which various milieux overlap and interpenetrate to form the larger structure of social and historical life. An issue is a public matter.

The sociological imagination will help you gain a more critical understanding of yourself within the world in which you live.

On a more personal note, sociology has helped me see things beyond what I had been seeing before, and has taught me to be critical of things that I had taken for granted. I'm looking forward to sharing with you what I have learned.

Upon completion of the course you will have had the opportunity to:

1. Understand major sociological theoretical approaches
2. Comprehend and be able to apply basic sociological concepts to daily life
3. Recognize strengths and weaknesses of basic sociological research methods
4. Read academic articles and understand the significance of the work
5. Write well organized sociological essays that involve the use of social theory and social scientific terminology
6. Gain a greater appreciation for cultural diversity and the lessons that can be learned from others and other societies

These are the SLOs for SOC100. Whether or not you are proficient in these areas will be assessed in the 3 exams, 1 project, and participation in class, the last of which will be measured in a number of ways (more on this below).

**DS Credit/Articulation/Prerequisite** SOC100 fulfills a social sciences requirement (DS) for the A.A. degree at HCC and UH-Manoa. This three-credit course transfers to all UH campuses and virtually every college in the country; however, students should review their core distribution requirements before enrolling. As this is a transfer level course, ENG22/60 is a prerequisite and collegiate reading and writing levels are absolutely necessary.

**Notes, Announcements, Discussions, and Laulima** I will be using Laulima to post class notes, announcements, and discussions. After every exam, I start a new set of notes, so you end up with 3 sets by the end of the semester. The NOTES ARE IMPORTANT in this class and I refer to them during class lectures, so be sure to stay up-to-date with them. I also post materials that I use during class, including this syllabus, so if you lose your copy you can always get another one off Laulima. I STRONGLY RECOMMEND that you check Laulima at least weekly. The link for Laulima is [https://laulima.hawaii.edu/portal](https://laulima.hawaii.edu/portal). Check it out 😊

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FYI: I also urge you to start or continue discussions on Laulima for you and your classmates. I will also count participation on these discussion sites as participation in the class, so take advantage, especially if you’re not too keen on participating in discussions in class.

**COURSE REQUIREMENTS**

There are five major requirements of this course. Of the five, three are exams. The fourth is a project, and the last requirement is class participation. The following are the expectations for each of the requirements.

**Exams**  There will be 3 in-class open-book, open-notes (NO ELECTRONIC OR COMPUTER DEVICES ALLOWED) exams for this class. You will be tested and expected to answer and write on lectures, discussions, readings, movies, and other class materials. The exams will cover class material, and will consist of short essay-style questions.

**Project**  This semester, you will work on finding a statistic that you like, examining how the statistic was derived and analyzing what it can tell us. The statistic can be a sports-related statistic, a statistic about a social problem, or whatever else interests you with regards to the individual and society.

**Class Participation**  Class participation consists of a number of things, including speaking up in class, participating in discussions, being active in group work, in-class writing, and interaction on Laulima. We will also watch films in class, which will help to illustrate what is meant by sociological thinking. Therefore, your class participation will encompass a number of different aspects of your activity in class. Although I don’t take attendance, you will see why it is important to be present, as exercises will not be repeated and some films are difficult to access on your own if you miss them. Please try your best to make the class meetings.

**Grading System**  The following is the breakdown of your grade for this class:

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<th>Component</th>
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<tbody>
<tr>
<td>Exam 1</td>
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<td>Exam 2</td>
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<td>Exam 3</td>
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<td>Project</td>
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<td>Participation</td>
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<td><strong>Total</strong></td>
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**CLASS POLICIES**

1. **Respect for other viewpoints and perspectives**  In a Sociology course of this nature, we deal with many timely and controversial topics. There will most likely be at least one subject area in which you have strong feelings and opinions. This is fine and only natural. I only ask of you that you respect the viewpoints and perspectives of others in the class. Loud voices and swearing at your classmates or at me is unacceptable behavior and will not be tolerated (the one exception is me — I get to speak loudly). Part of what I would like to have accomplished in this course is to have you gain an understanding of how others frame the world, so it is necessary that you learn to listen, even if you don’t agree. Communication is the only way to solve problems, both in the private and public realm. Listening is a part of communication.

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2. Policy on disabilities  If you need or desire special support services, you can contact Student ACCESS (Bldg. 5, Room 107B, phone 844-2392 or 845-9272). Services are based on documented needs. It is recommended that you contact ACCESS early, so that there is sufficient time for services to be put in place. You can also let me know of a special need or support needs and I can help you get the ball rolling.

3. Cellphone and texting policy  I don’t have a strict cellphone and texting policy, since I don’t believe in having to police these for adults. I know that some message/calls are emergencies. I also know that sometimes one is looking something up on the phone. BUT if your texting or other phone activity is disruptive to others in the class, I will call you on it. What it comes down to is basic social etiquette – given this is a college class. Honestly, though, if you can focus for the class time, you will do better on exams and you will use your time effectively, because trying to make up for what should have been learned during class outside of class generally takes twice or three times longer. Look at it this way... a class isn’t THAT long. And if you have something better to do than be in my class, then why are you in my class??

4. Make-up exam policy  As a general rule I do not give make-up exams. However, you will be given an opportunity to make up an exam or receive up to 5 days extension on an assignment. To take the one opportunity to make up an exam, you are required to give me advance notice (in advance of the exam date) that you want to make up the exam and you will need to make up the exam within a week of the original exam date. (See section on “predicament coupon.”)

5. N Grade  I reserve the right to grant an N grade (no grade or evaluation...?) to students who are in good academic standing (i.e., a C or higher grade), but who, for exceptional personal reasons, is unable to complete the course. Do not assume that I will give you an N grade just because. Please see me to discuss your situation but do it as early as you can. Discussion of an N grade must take place during the semester.

6. I Grade  I also reserve the right to grant an I grade (an Incomplete) to a student who I feel should be granted extra time to finish up the work necessary to pass the course. You should be advised, however, that the majority of students who receive an I grade do not finish the work in the required time. When this happens, you receive the grade you would have received, had you not been granted an Incomplete.

7. Predicament coupon  I make use of a “predicament coupon,” which allows you one make-up exam, an extension on a paper, or other extra consideration that you can use once a semester. Each student has one coupon, which can be used throughout the semester. If the coupon is unused by the end of the semester, you can cash it in for extra credit points.

8. Cheating and plagiarism  Any kind of cheating, plagiarism, or getting other people to do your work will not be tolerated. This is a very basic academic rule and you will get an automatic F for the assignment, exam, etc., with the real possibility of an F for your course grade. The following is from your Student Conduct Code (http://hono.gulu.hawaii.edu/policies/conduct.html):

   Plagiarism includes, but is not limited to, submitting, in fulfillment of an academic requirement, any document that has been copied in whole or in part from another individual’s work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another’s idea and particular phrasing that was not assimilated into the student’s language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or dry labbing which includes obtaining and using experimental data and laboratory write-ups from other sections of the course or from previous terms or fabricating data to fit the desired or expected results.

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IMPORTANT DATES

EVERY DAY WE MEET IS AN IMPORTANT DATE FOR THIS CLASS. You are also responsible for knowing where we are at in the class material as well as the due dates for assignments and exams. See Laulima for deadlines and exam dates for this class.

THEMATIC SCHEDULE

This course is centered on discussions (of readings, in-class exercises, and films), exams, and a paper. The reading is do-able. YOUR HOMEWORK IS THE READINGS. This is the attitude you should have. Readings are assigned for class meetings. This means that the reading should be done before the class meeting so you can actively participate in class discussion (Exception for the first class meeting).

I will also direct you to particular examples and pages in the text and reader even though these may not be listed under a particular section. You will be responsible for having read these and made the connections with what we are covering at a particular time.

At the end of each class meeting, I will let you know what we will be covering in the next class meeting. You really get much more out of a class WHEN YOU DO THE READING. You will also do much better on the exams! Please bring your books to class for in-class discussion and exercises.

PART I  SOCIOCOLOGICAL FOUNDATIONS AND SOCIAL CLASS

The sociological imagination


Social class


History and theory of sociology


Sociological investigation (Sociological research methods)


PART II  STRUCTURE, AGENCY, AND CULTURE—CONCEPTS IN PRACTICE

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Culture


Socialization


Social structure/Social interaction


Deviance and social control


PART III  GENDER, SEXUAL ORIENTATION, AND RACE/ETHNICITY

Gender and sexuality


Race and ethnicity


*This schedule is subject to change, in part, because I will adjust the schedule to fit the needs of the class. I will let you know in advance if this happens. If you miss a class, it is your responsibility to find out what you missed from me or a classmate.

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