

SOC 210 Introduction to Sociology

This course includes the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (3 credit hours, 3 contact hours)

No prerequisites, no co-requisites, no entry test requirements. The ability to comprehend college-level reading and express through written assignments is imperative for success in the course.

Creating a demographic profile of Nigeria and Uruguay created by Ryan Cox, Nash Community College (correspondence: rmcox833@nashcc.edu)

Students will participate in fundamental research methods to collect demographic information on either Nigeria or Uruguay.

Objectives:

Identify and record basic information about Nigeria and/or Uruguay in order to introduce cultural universals.

The larger goals of these modules are to help students develop a sociological perspective and knowledge pertaining to....

- a. The world that exists outside of America
- b. The examination of social phenomena from another's perspective
- c. How cultures appear very different, but in many ways, are quite similar
- d. The social patterns that exist within various cultures

How the everyday, lived experiences and larger culture of a society are patterned and influenced by the social structure and constraints within that given society.

Global Learning Outcome(s):

Global Learning Outcome 1 is specifically addressed in *this* activity. Other outcomes are achieved through related activities that can be used in successive order, as standalone activities, or as a cumulative project.

Global Learning Outcome 1:

Students will identify the demographic profile of a particular country, including standing on various measures of human development.

- a. *Level of learning:* IDENTIFICATION/KNOWLEDGE
- b. *Recommended prerequisite knowledge/Assign this activity AFTER having taught:* METHODS

Global Learning Outcome 2:

Students will examine how specific cultural universals related to the social institutions of family, religion, and the criminal justice system are conceptualized and expressed in a particular country.

- a. *Level of learning:* IDENTIFICATION/KNOWLEDGE
- b. *Recommended prerequisite knowledge/Assign this activity AFTER having taught:* CULTURE

Global Learning Outcome 3:

Students will interpret the norms that are reinforced by specific cultural universals related to the social institutions of family, religion, and the criminal justice system.

- a. *Level of learning:* INTERPRETATION
- b. *Recommended prerequisite knowledge/Assign this activity AFTER having taught:* CULTURE

Global Learning Outcome 4:

Students will justify how variations in the expression of cultural universals are influenced by the larger social structure.

- a. *Level of learning:* EVALUATION/JUSTIFICATION/ANALYSIS
- b. *Recommended prerequisite knowledge/Assign this activity AFTER having taught:* All previously mentioned prerequisites AND social INSTITUTIONS.

Time:

50-60 minutes (approximately one class period)

Materials and Resources:

1. Audiopedia. (2014, October 28). *Demographics of Nigeria* [Video File]. Retrieved from <https://www.youtube.com/watch?v=WUAZ6WCWZtg>
Telesur English. (2014, October 23). *Uruguay in Numbers – Demographics* [Video File]. Retrieved from <https://www.youtube.com/watch?v=Pb7UHI4kaTU>
2. Central Intelligence Agency. (2016). Nigeria. In the World Factbook. Retrieved from <https://www.cia.gov/library/publications/the-world-factbook/geos/ni.html>
Central Intelligence Agency. (2016). Uruguay. In the World Factbook. Retrieved from <https://www.cia.gov/library/publications/resources/the-world-factbook/geos/uy.html>
3. Nigeria Map - Nigeria Satellite Image. (n.d.). Retrieved from <http://geology.com/world/nigeria-satellite-image.shtml>
Uruguay Map – Uruguay Satellite Image. (n.d.). Retrieved from <http://geology.com/world/uruguay-satellite-image.shtml>
4. Blank Graphic Organizer with questions – Handout #1 at bottom of document

Blank 3-2-1 Assessment – Handout #2 at bottom of document

Procedure:

1. Students will watch video clips of each country in class.
2. Once the videos have been viewed, students will break into equal groups based on the country in which they were assigned; Nigeria or Uruguay.
3. Students will work together examine their assigned country's demographic information.
4. Students will transfer requested information on to a blank graphic organizer (Handout #1 – located at the end of this document)
5. Once the information has been transferred a representative from each country should present findings to the rest of the class and the instructor.

Assessment:

A 3-2-1 style of formative assessment is to be provided to students to assess their ability to recall basic facts of the country in which they were assigned. 3-2-1 assessment (Handout #2) located at the end of this document.

Using Handout #2 students will need to recall three basic facts, develop two questions and develop one new opinion about their assigned country.

Handout #1

Name of Country:

Quick Facts

Location	
Population	
Religion(s)	
Language(s)	
Ethnic Groups	

Government type	
-----------------	--

Handout #2

Name of Country:

3-2-1

<p>3 facts about my country that I did not know previous to this activity.</p>	<p>1.</p> <p>2.</p> <p>3.</p>
<p>2 questions I have about my country</p>	<p>1.</p> <p>2.</p>
<p>1 opinion that I've developed after completing this activity</p>	<p>1.</p>