

**Sociology 101: Introduction to Sociology**  
**Ms. Laura Semmes, M.A.**  
**Spring Semester 2015**

Course time: W 6:30-9:40 p.m.

Location: Room 208

Semester units: 3.0

CRN:20821

Office hours: by appointment only

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Required text: Ferris, Kerry and Stein, Jill. *The Real World: An Introduction to Sociology*. 3<sup>rd</sup> Ed. W.W. Norton. New York. 2012.

*“Neither the life of an individual nor the history of a society can be understood without understanding both”* – C. Wright Mills

This course is designed to give you a basic understanding of the processes of human social life through the theories, methods, and research findings of sociological inquiry. The purpose is to help you to establish a perspective that will enable you to better understand the social world around you. As this is an introductory sociology class, the goals are to present an overview of relevant sociological topics that encompass the discipline of sociology. My philosophy on learning is that while we learn individually, we can learn much better as a class, so participation is crucial to class learning as a whole. This means that coming to class prepared is essential for success in this class. The goal here is to instill what it means to be a sociologist, what it means to be a socially aware, and to become a better critical thinker when it comes to the world around us. You should be able to apply what you have learned in this course to different aspects of your everyday life and see topics in action in the real world. The critical thinking skills you will learn will be necessary in formulating reflective arguments that present a cogent and knowledgeable stance about the social world around us.

**Course objectives:**

- 1) To become familiar with a variety of sociological topics and be able to speak comfortably about them in an academic context
- 2) To acquaint you with the components of culture and their impact on human behavior and the socialization process
- 3) To relate textbook concepts to the world and understand their interconnectedness

**Student Learning Outcomes**

Each of the following outcomes should be achieved during the time you are in this class. The goal is for you to grow in your communication skills, critical thinking skills, personal responsibility, information literacy and global awareness.

1. Define and apply the basic concepts of sociology including culture, status, roles, norms, institutions, social class, race and gender.
2. Understand that race, gender and family systems are social constructions.
3. Distinguish different major sociological theoretical perspectives that explain social behavior.
4. Assess both macro social influences and micro social influences in understanding a particular issue.

### **Grading Scale**

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: 59% and lower

### **Grading Process and Course Schedule**

Exam 1: 100 pts.

Participation: 50 pts

Exam 2: 100 pts.

Group Project: 50 pts.

Quizzes (2 of 3): 40 pts.

Final Exam: 100 pts.

Tests and quizzes are done on Scantron test forms, so make sure you bring one to class on the days of the tests. If you know you are going to be absent for an exam, please notify the professor **one week before** to make arrangements. This must be done before the test day. If you miss the exam day without making arrangements, there will be no make-ups. There will also be no make-ups for quizzes. Please note, only two out of three of your quizzes will be kept for your grade (the highest two out of three). The following is the tentative schedule for this class; however, it is subject to change.

Week 1: 2/18/2015: Introductions, syllabus review, and start Chapter 1 (pg. 4-15)

Week 2: 2/25/2015: Chapter 1 cont.: (Sociology & the Real World)

Week 3: 3/4/2015: Chapter 2 (Studying Social Life: Sociological Research Methods)

Week 4: 3/11/2015: Chapter 3 (Cultural Crossroads) **Quiz 1 (Ch. 1-2: March 11)**

Week 5: 3/18/2015: Chapter 4 (The Self and Interaction)

Week 6: 3/25/2015: **Exam 1**

Week 7: 4/1/2015: Chapter 5 (Separate and Together: Life in Groups)

## **4/6/2015-4/10/2015: Spring Break!!**

Week 8: 4/15/2015: Chapter 6 (Deviance)

Week 9: 4/22/2015: Chapter 7 (Social Class: The Structure of Inequality) **Quiz 2 (Ch. 5-6 April 22)**

Week 10: 4/29/2015: Chapter 8 (Race and Ethnicity as Lived Experience)

Week 11: 5/6/2015: **Exam 2**

Week 12: 5/13/2015: Chapter 9 (Constructing Gender and Sexuality)

Week 13: 5/20/2015: Chapter 10 (The Macro-Micro Link in Politics, Education, and Religion)  
*~Presentations~*

Week 14: 5/27/2015: Chapter 11 (The Economy, Work and Working) (**Quiz 3 Ch. 9-10 May 27**)  
*~Presentations~*

Week 15: 6/3/2015: Chapter 12 (Life at Home) *~Presentations~*

Week 16: 6/10/2015: **Final Exam**

### **Attendance & Participation**

Regular attendance in all classes is expected of all students enrolled. Instructors are expected to take a student's attendance record into account in computing grades. Any student who misses the first class will be dropped. Students may be dropped at instructor's discretion if they miss more than a week of class hours continuously. Please make arrangements with the instructor or a fellow student to keep up with all assignments in case you cannot attend a class session for any reason. Lecture notes can be found on Blackboard under the resources tab. If you need any assistance with this, please ask me **anytime**. I will also put study guides on Blackboard a week before the test is scheduled.

Participation is part of your grade, and you must be in class to participate. There will also be in-class activities that will be counted as part of your participation grade. These cannot be made up. **Please check your e-mail regularly** so you are informed of any changes to the class, for example if the instructor will be unable to make it to class that day. This will help you stay informed about the status of the class.

Please note that participation means being fully engaged in class discussion. This means you are listening attentively, involving yourself in class activities and discussion, and most importantly, not disrupting your fellow students. Disruptions include (but are not limited to) talking to others during lecture, taking your cell phone out and talking/texting, applying makeup, etc... Participation points **WILL BE** taken away from you each time you disrupt class in any way. So...**please turn off cell phones or put them on vibrate before coming to class!**

## **Disruptive Students**

Most of you are here to learn, but some students do not take their classes seriously. To preserve a productive learning environment, students who disrupt or interfere with a class will be sent out of the room and told to meet with Sergio Lopez, Campus Disciplinary officer, before returning to continue with coursework. Mr. Lopez will follow disciplinary procedures as outlined in the General Catalog.

## **Academic dishonesty**

Imperial Valley College's regulations regarding cheating and plagiarism are clear:

“If cheating or plagiarism is discovered, a student may be dropped from the course with a grade of ‘F’.”

This guideline will be strictly adhered to out of respect for those students who put in the effort and do the work for themselves. Cheating of any kind will not be tolerated.

## **Special Accommodations**

Any student with a documented disability who may need educational accommodations should notify the instructor and the Disabled Student Programs and Services (DSP&S) office as soon as possible.

DSP&S Room 2117  
Health Sciences Building  
(760) 355-6312

## SOCIOLOGY PROJECT AND PRESENTATION

Understanding inequality in a variety of societies or communities is integral to this course. Please submit the following assignment **24 hours before class**:

Document two (2) different communities and highlight aspects of inequality with photography, video or audio recorded interviews. The documentation should be a 20 minute or photographic power-point presentation illustrating aspects of inequality between the two communities. Each person in your group should speak 3-5 minutes about some aspect of your project. Look for inequality in resources and/or physical facilities. What are the consequences of widespread inequality in the affected community as you can see? **Select which theoretical perspective will help to explain the documented inequality.**

### EXAMPLES

1. Record interviews with citizens in the Imperial Valley and contrast with interviews from undocumented immigrants to illustrate difference in employment/residential/education opportunities. Ask your subject(s) about work opportunities/barriers as well as educational and health access based on citizenship.
2. Document how facilities are gendered. Perhaps the gyms (facilities) for girls and boys vary. Make sure pictures include the conditions of restrooms and/or locker areas, etc...
3. Document neighborhood park amenities. Can you identify differences between low-income neighborhoods and wealthier ones in terms of recreation? Use photographs to document.
4. Document residential neighborhoods. Can you identify differences between varying neighborhoods in the Imperial Valley, El Centro and Brawley? Use photographs to document.
5. Document laundry facilities, grocery stores, and retail businesses and illustrate how they vary along social class lines.

The assignment is worth 50 points

Presentations are evaluated on content and knowledge of information, meeting the 20 minute time requirement, submitting the assignment to the instructor on time, appropriate application of a theory, all group members' participation and communication with each other, eye contact and tone. All students in the class should be prepared to evaluate each group's presentation to help assist in grading.