

**SOC 101: INTRODUCTION TO SOCIOLOGY**  
**Summer 2017**

**THE PROFESSOR**

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**COURSE DESCRIPTION**

This course is an introduction to the study of society. It is an overview of major concepts, methods and theoretical perspectives including: culture, social structure, institutions, socialization, gender, race, social class, inequality, deviance, and social control. Topics include macro and micro theories. **(C-ID SOCI 110) (CSU, UC)**

**STUDENT LEARNING OUTCOMES:**

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Define and apply the basic concepts of sociology including culture, status, roles, norms, institutions, social class, race, gender (ILO2, ILO3, ILO4, ILO5)
2. Understand that race, gender and family systems are social constructions. (ILO2, ILO3, ILO4, ILO5)
3. Distinguish different major sociological theoretical perspectives that explain social behavior. (ILO2, ILO4, ILO5)
4. Assess both macro social influences and micro social influences in understanding a particular social issue. (ILO1, ILO2, ILO4, ILO5)

**Upon satisfactory completion of the course, students will be able to:**

1. Describe how the sociological imagination helps people understand their own personal lives.
2. Recognize Sociology as a science that approaches the study of human behavior in a systematic manner.
3. Identify the six social classes in American society and the structural influence of social class on behavior.
4. List the components of culture and their impact on human behavior.
5. Describe the importance of political forces in understanding our society and the process of social change.
6. Identify the causes and processes of deviant behavior and the mechanisms of social control.
7. Define the various forms of marriage and the family.
8. Recognize social problems and social issues in the United States and in cultures throughout the world.

**THE BIG, GUIDING QUESTIONS OF THE COURSE**

- What does it mean to think sociologically?
- How do sociologists study the social world?
- How can we use sociology as a tool to improve our lives?

**THE MAJOR ASSUMPTIONS OF THE COURSE**

•We are not simply individuals with complete autonomy and self-determination, but rather social beings who both shape and are shaped by the social world in which we live. (This isn't just an assumption of the course but it is also the primary argument I will be making to you throughout the

semester. In the end, you may or may not "buy" the argument but you will be asked to *understand and apply* it.)

- Sociology is an integral part of the kind of general education that makes us thoughtful and effective human beings. A sociological analysis of the world is useful, valid and worth developing.
- Social justice is worth striving for. Therefore, it is important to study social structures that create inequalities of race, class, and gender. By studying these structures, we can figure out how to disrupt them. (You will not be required to agree with this assumption in order to pass the course; however, you will be asked to understand sociological analyses of inequality.)
- Education doesn't have to be painful in order for us to learn. Learning can be fun; in fact, we probably learn best when our minds and bodies are actively engaged in the learning process. Your input and feedback is crucial to the overall functioning of the class.
- Active and peer learning not only improve your critical thinking skills but research shows that it can also improve your grades. Expect to be questioned, challenged, and to think “outside the box.”

### **ESSENTIAL REQUIREMENTS FOR THIS COURSE**

- Curiosity about social life and an open mind.
- Participate to your fullest ability and in diverse ways.
- Work hard and strive to improve.
- Be respectful of others, yourself, and the professor.

### **WHAT YOU SHOULD EXPECT FROM ME**

- Understand your needs as students.
- Be available, on time, and motivated to help you learn.
- Create clear and engaging class sessions.
- Grade your work with respect and with the highest academic standards.

By the end of the term, *you will be sociologists*. You will have engaged in the kinds of day-to-day activities that sociologists do, such as research, thinking, talking with your colleagues about sociology, reading, teaching, and writing.

Most importantly, I hope that by the end of the term, you will have learned to ask questions about the social world. It is the asking of questions, rather than the finding of answers, that is the most joyous part of the sociologist's job.

### **COURSE TEXTS/MATERIALS**

#### **The Real World: An Introduction to Sociology (Fifth Edition) 5th Edition**

by [Kerry Ferris](#) (Author), [Jill Stein](#) (Author) ISBN-13: 978-0393251036

ISBN-10: 0393251039

Other reading materials will be posted on Canvas and/or distributed during class.

**Stapler:** Yes, you read correctly! Invest in a small stapler. Your work won't be accepted unless the pages are stapled together.

### HOW THIS COURSE IS ORGANIZED

I believe that students learn best when presented with a variety of teaching strategies. The class will consist of lectures given by me. As much as is possible given the constraints of time and room setup, classroom activities will be organized with a hands-on approach, asking students to engage in some of the day-to-day activities of sociologists (including reading, writing, discussion, analysis, and empirical research).

Students will be expected to read and *digest* course materials; the reading load will be manageable and interesting. Discussions, exercises and demonstrations, debates, small group work, paired work, in-class writing assignments, lectures, and reading will be used to explore the major course themes.

**PARTICIPATION.** Research shows that people learn better when they are actively involved in the learning process. Participation it is not only showing up to class. So, what counts towards participation?

Engaging in in-class activities and lectures. For example, asking questions, answering questions, providing feedback, sharing experiences, and of course paying attention in class. While introductory courses often utilize a textbook to guide students through the course, for this course the lectures, in-class activities, and short in-class assignments will provide the framework for the course. You should plan to attend all classes in order to receive participation points. There are no make up for in-class activities.

In addition, as a student you are expected to complete all the required readings and to come to class prepared to participate. We will frequently utilize assigned reading in class. Students are expected to complete all the required readings and to come to class to participate. The university operates under the Carnegie unit rule for academic work, which assumes two hours of study for each hour of lecture/discussion.

**PAPERS.** You will write 4 short papers. You will receive an assignment guide and plenty of help so that you write an excellent paper.

Please note the following due dates for the papers:

Paper 1 (Doing Nothing) @ 25 points due Monday June 26, 2017.

Paper 2 (Culture) @ 35 points due Monday July 3, 2017.

Paper 3 (Social Class) @ 45 points due Monday July 17, 2017.

Paper 4 (Gender Paper) @ 55 points due Monday July 24, 2017.

Note: Each student's capacity to read, write, and take notes at a college level is assumed. In addition your written work will be graded not only for mastery of course materials, but for clarity, structure, and presentation (e.g., syntax, style and precision of expression, spelling, punctuation, etc.). The Writing Center has been established especially to assist students with writing projects. Contact them early for help with your assignment.

**FINAL GROUP PROJECT:** Your final project will consist of analyzing a social problem with a group of 4-5 students. The purpose of the presentation will be to educate your fellow students on the social problem using a sociological perspective. Don't stress! You will receive guidance and support throughout the course.

**Extra Credit.** You will have opportunities to earn extra credit throughout the course. I will announce extra credit opportunities during class and if you are absence on the day I make the extra credit announcement do not ask me, as I will not repeat it for you.

## COURSE GRADING BASED

Grading Based	Total Points
Email Professor.	15
Quizzes (5) @ 25 points	125
Papers (4)	160
Participation	100
Final Group Project	100
<b>Total Points</b>	<b>500</b>

Grading Scale	
A	500-450 points
B	449-400 points
C	399-350 points
D	349-300 points
F	299 and below

## OTHER IMPORTANT ISSUES

**Attendance.** The instructor as of the first official meeting of that class will drop a student who fails to attend the first meeting of a class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details. Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

**Late work will not be accepted.** Exceptions will be made only in cases of severe and documented hardship. You must contact me *as soon as* you realize you will not be able to get an assignment in on time. I will review the legitimacy of your petition and decide whether to accept the late work.

**Plagiarism.** Any evidence of cheating or present the words or ideas of others as your own will result in a failing grade for that assignment and possibly a failing grade for the course or being expelled from the university. See me if you have any questions about what exactly constitutes plagiarism. Please see our library home page for examples of what is and what is not plagiarism. Please learn and use the American Sociological Association citation style.

### **The usual rules of classroom etiquette apply.**

- If you plan to use a laptop in class, you are required to sit in the front row of the class.
- Late arrivals to class are strongly discouraged. If a late arrival is unavoidable, please enter as quietly and as unobtrusively as you can so that you do not disturb your fellow classmates. If it starts to become a habit (e.g., more than 3 late arrivals), you will lose points off your participation grade. Think of it this way: You are starting the semester with a solid "A" in participation. For each late arrival, talking out of turn, disturbing the class, etc., that "A" gets eroded. For every time you show up to class, participate, and respect others, you sustain that solid "A."
- Do not plan to use time in class to read the newspaper, do crossword puzzles, make your grocery lists, plan your weekend, do homework for other classes, write letters, **sleep**, flirt, **text message friends**, or catch up with friends. Mentally "checking out" of class in this way will make it difficult to do well in the course. In addition, I will find it highly annoying. I will sanction such behavior by taking points off your participation grade. If you have a pressing need to do these things during scheduled class time, do yourself, your classmates and me a favor: do not come to class.

- “R-E-S-P-E-C-T, find out what it means to me.” Classroom discussion should remain civil. We are here to learn from each other. It is difficult to learn from someone who is yelling at you, rolling her/his eyes, grumbling under his/her breath, ignoring you, interrupting you, or engaging in other dismissive behaviors. I do not expect that any of us will be tempted to behave so rudely but it doesn't hurt to spell out that these things are out-of-bounds in the classroom.

**You are expected to read before coming to class.** In order to be an active participant in the classroom, you must come to lecture and section prepared--even if being prepared means simply having questions about what was utterly confusing to you in the readings! I understand that outside responsibilities and the need to "have a life" often get in the way of finishing your reading.

**I am here to help you.** If you have outside responsibilities or other potential barriers to completing the work for this course, please come talk to me as soon as possible. **Do not wait until it is too late to get help.**

If you have any disability, either temporary or permanent, which might affect your ability to participate fully in the course, please let me know right away. We can figure out what accommodations will be necessary to provide for equitable participation. Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Don't be a stranger! I would like to learn a little bit about all of you, including your names. Feel free to chat with me before or after class. Getting to know you is the best part of my job.

**Summer 2017 Introduction to Sociology  
Class Calendar**

<b>Date/Week</b>		<b>Topic</b>	<b>Readings</b>	<b>Due Dates!!!!</b>
Week 1	6/19/17	Syllabus & Introduction What is sociology?	Syllabus and Chapter 1	
	6/20/17	Studying Social Life	Chapter 2	
	6/21/17	Cultural Crossroads	Chapter 3	
	6/22/17	Cultural Crossroads	Chapter 3	<i>Quiz # 1 Bring Scantron</i>
Week 2	6/26/17	The Self and Interaction	Chapter 4	<b>"Doing Nothing" Paper</b>
	6/27/17	The Self and Interaction	Chapter 4	
	6/28/17	Separate and Together: Life in Groups	Chapter 5	<b>Last date to Email Professor!</b>
	6/29/17	Separate and Together: Life in Groups	Chapter 5	<i>Quiz # 2 Bring Scantron</i>
Week 3	7/3/17	Deviance	Chapter 6	<b>"Culture Paper"</b>
	7/4/17	Happy Fourth of July! No Class!!!!		
	7/5/17	Deviance	Chapter 6	
	7/6/17	Groups Selection-- Must be present!		<i>Quiz # 3 Bring Scantron</i>
Week 4	7/10/17	Social Class: The Structure of Inequality	Ch. 7	
	7/11/17	Social Class: The Structure of Inequality	Ch. 7	
	7/12/17	Race and Ethnicity as Lived Experience	Ch. 8	
	7/13/17	Race and Ethnicity as Lived Experience	Ch. 8	<i>Quiz # 4 Bring Scantron</i>
Week 5	7/17/17	Constructing Gender and Sexuality	Ch. 9	<b>"Social Class" Paper</b>
	7/18/17	Constructing Gender and Sexuality	Ch. 9	
	7/19/17	Social Institutions: Politics, Education & Religion	Ch. 10	
	7/20/17	Life at Home: Families and Relationships	Ch. 12	<i>Quiz # 5 Bring Scantron</i>
Week 6	7/24/17	Social Change- Group Workshop	Ch. 16	<b>"Gender" Paper</b>
	7/25/17	Group Workshop		
	7/26/17	Final Group Presentation		<i>Presentations</i>
	7/27/17	Final Group Presentation		<i>Presentations</i>

NOTE: This course outline should be considered tentative since some minor changes may be made according to the needs of class, changes will be announce during class.