

### Basic Course Information

Semester:	<b>Fall 2017</b>	Instructor Name:	<b>Laura Semmes</b>
Course Title & #:	<b>Sociology 101</b>	Email:	<b><a href="mailto:laura.semmes@imperial.edu">laura.semmes@imperial.edu</a></b>
CRN #:	<b>11030</b>	Units:	<b>3.0</b>
Classroom:	<b>212</b>	Office #:	<b>809</b>
Class Dates:	<b>8/14/17-12/4/17</b>	Office Hours:	<b>By appointment</b>
Class Days:	<b>Mondays</b>	Class Times:	<b>6:30-9:40</b>

### Course Description

*“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 Prerequisite(s) and/or Corequisite(s)

No prerequisites/corequisites

### Student Learning Outcomes

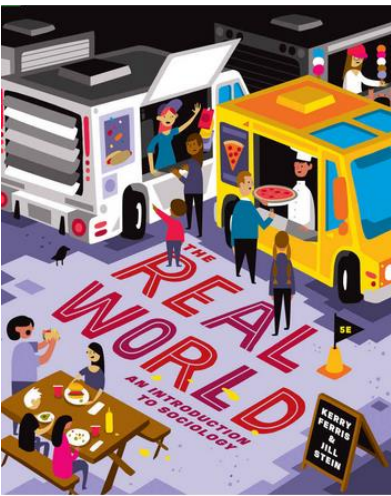
Each of the following outcomes should be achieved during the time you are in this class. The goal is for you to grow in your communication skills, critical thinking skills, personal responsibility, information literacy and global awareness.

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 system 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.

## 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

## Textbooks & Other Resources or Links



Ferris, Kerry and Stein, Jill. *The Real World: An Introduction to Sociology*. 5<sup>th</sup> Ed. W.W. Norton. New York. 2016. ISBN: 978-0-393-26430-2

## Course Requirements and Instructional Methods

Tests and quizzes are multiple choice/true-false and are done on Scantron test forms, so make sure you bring one to class on the days of the tests and quizzes. 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).

In addition to tests and quizzes, there will be in-class discussion prompts from time to time in class. These will count as part of your participation points. You must be in class to get these points.

The Sociology Project and Presentation is a group project that is completed during the second half of the semester. Details about the project are located on the last page of the syllabus.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

## Course Grading Based on Course Objectives

### Grading Scale

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: 59% and lower

### Grading Process

Exam 1: 100 pts.

Participation: 50 pts

Exam 2: 100 pts.

Group Project: 50 pts.

Quizzes (2/3): 40 pts.

Final Exam: 100 pts.

Total points: 440 points

## Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that 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. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and 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.

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. Please notify me if you cannot attend class for any reason. Lecture notes can be found on Canvas. If you need any assistance with this, please ask me **anytime**. I will also put study guides on Canvas a week before the test is scheduled.

Participation is part of your grade, and you must be in class to participate.

**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, scrolling, applying makeup, etc... Participation points WILL BE taken away from you each time you disrupt class in any way.

### **Classroom Etiquette**

- **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- **Food and Drink** are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- **Disruptive Students:** Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- **Children in the classroom:** Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### **Academic Honesty**

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the importance of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- **Plagiarism** is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test

information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

### **Additional Student Services**

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

### **Disabled Student Programs and Services (DSPS)**

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.

### **Student Counseling and Health Services**

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

## **Veteran's Center**

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

## **Extended Opportunity Program and Services (EOPS)**

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760 -355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

## **Student Equity Program**

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need,

Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

### Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

### Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 August 14	Syllabus & Introduction Chapter 1 (Sociology and the Real World)	Pages 6-17
Week 2 August 21	Chapter 1 continued Theorist ID worksheet	Pages 18-37
Week 3 August 28	Chapter 2 (Studying Social Life: Sociological Research Methods) Organize into groups for group project	Pages 38-69
Week 4 Sept. 4	<b>Labor Day ( No class)</b>	
Week 5 Sept. 11	Chapter 3 (Culture)	Pages 70-93 <b>Quiz 1 (Ch. 1-2)</b>
Week 6 Sept. 18	Chapter 4 (Socialization, Interaction, and the Self)	Pages 94-119
Week 7 Sept. 25	<b>Exam 1</b>	Ch. 1-4
Week 8 Oct. 2	Finish Chapter 5 (Separate and Together: Life in Groups)	Pages 120-147
Week 9	Chapter 6 (Deviance)	Pages 148-173

<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Oct. 9		
Week 10 Oct. 16	Chapter 7 (Social Class: The Structure of Inequality)	Pages 178-211 Group Presentations <b>Quiz 2 (Ch. 5-6)</b>
Week 11 Oct. 23	Chapter 8 (Race and Ethnicity as Lived Experience)	Pages 212-239 Group Presentations
Week 12 Oct. 30	<b>Exam 2</b>	Ch. 5-8
Week 13 Nov. 6	Chapter 9 (Constructing Gender and Sexuality)	Pages 240-269 Group Presentations
Week 14 Nov. 13	Chapter 10 (Social Institutions: Politics, Education, and Religion)	Pages 274-313 Group Presentations Quiz 3 (Ch. 9-10)
Nov. 20	<b>(Thanksgiving Break) No Class</b>	
Week 15 Nov. 27	Chapter 11 (The Economy and Work) Chapter 12 (Life at Home: Families and Relationships)	Pages 314-347 Pages 348-371
Week 16 Dec. 4	<b>Final</b>	Ch. 9-12

**\*\*\*Tentative, subject to change without prior notice\*\*\***



### 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.

Rubric:

Validity of Information and Project Organization: 20 points

Meet 20 Minute Time Requirement: 10 points

Effectively Use Sociological Method: 10 points

Turned in on Time (email to professor 24 hours before presentation date): 3 points

Effectively apply sociological theory: 3 points

Eye contact: 2 points

Tone: 2 points