Thank you for choosing IVC! We are so happy to join you in your educational journey.

Basic Course Information

Semester:	**Fall 2020**	Instructor Name:	**Laura Semmes**
Course Title & #:	**Sociology 101**	Email:	**laura.semmes@imperial.edu**
CRN #:	**10634**	Units:	**3.0**
Classroom:	**Online**	Office #:	**n/a**
Class Dates:	**8/24/2020-12/7/2020**	Office Hours:	**By appointment**
Class Days:	**Monday/Wednesday**	Class Times:	**9:40-11:05 am**

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
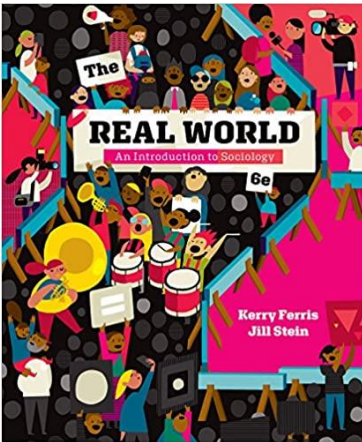
Ferris, Kerry and Stein, Jill. *The Real World: An Introduction to Sociology.* 6th Ed. W.W. Norton. New York. 2016. ISBN: 978-0-393-26430-2

Course Requirements and Instructional Methods

Tests and quizzes are multiple choice/true-false and are done on CANVAS in the "Quizzes" section. They are to be taken the day they are scheduled according to the class schedule.   You will have 30 minutes to take each quiz and 60 minutes to take each test. Quizzes are two chapters and meant to be a review of information covered in a two week period. Tests cover four chapters, and cover key subject matter. If you know you are going to be unable to take an exam on its scheduled day, please notify me **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). Please make sure to stay in contact with me about anything that may come up.

In addition to tests and quizzes, there will be writing prompts from time to time. These will count as part of your participation points.

The Sociology Project and Presentation is a 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. What if I need to borrow technology or access to WIFI?

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: https://imperial.edu/students/student-equity-and-achievement/

2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

Guidelines for using parking WIFI:

-Park in every other space (empty space BETWEEN vehicles)

-Must have facemask available

-For best reception park near buildings

-Only park at marked student spaces

-Only owners of a valid disabled placard may use disabled parking spaces

-Only members of the same household in each vehicle

-Occupants MUST remain in vehicles

-Restrooms and other on-campus services not available

-College campus safety will monitor the parking lot

-Student code of conduct and all other parking guidelines are in effect

-Please do not leave any trash behind

-No parking permit required

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

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.   Project: 50 pts.

Quizzes (2/3): 40 pts.   (20 pts. each)   Final Exam: 100 pts.

Total points: 440 points

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 August 24-26	Chapter 1	Pages 6-37
Week 2 Aug. 31-Sept. 2	Chapter 2 (Studying Social Life: Sociological Research Methods)	Pages 38-69
Week 3 **Sept. 7** Sept. 9	**Labor Day (no class)** Chapter 3 (Culture)	Pages 70-93 **Quiz 1 (Ch. 1-2) Sept. 9**
Week 4 Sept. 14-16	Ch. 3 (cont.) Chapter 4 (Socialization, Interaction, and the Self) Submit	Pages 94-119
Week 5 Sept. 21 **Sept. 23**	Ch. 4 (cont.), Review **Exam 1**	Ch. 1-4
Week 6 Sept. 28-30	Chapter 5 (Separate and Together: Life in Groups)	Pages 120-147
Week 7 Oct. 5-7	Chapter 6 (Deviance)	Pages148-173
Week 8 Oct. 12-14	Chapter 7 (Social Class: The Structure of Inequality)	Pages 178-211 **Quiz 2 (Ch. 5-6) Oct. 14**

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 9 Oct. 19-21	Chapter 8 (Race and Ethnicity as Lived Experience)	Pages 212-239 **Projects due!**
Week 10 Oct. 26 **Oct. 28**	Review **Exam 2**	 Ch. 5-8
Week 11 Nov. 2-4	Chapter 9 (Constructing Gender and Sexuality)	Pages 240-269 **Projects due!**
Week 12 Nov. 9 **Nov. 11**	Chapter 10 (Social Institutions: Politics, Education, and Religion) **Veterans Day (no class)**	 Pages 274-313 **Projects due! (Nov. 9)**
Week 13 Nov. 16-18	Chapter 11 (The Economy and Work)	Pages 314-347 Quiz 3 (Ch. 9-10)
Nov. 23-25	**(Thanksgiving Break) No Class**	
Week 14 Nov. 30-Dec. 2	Chapter 12 (Life at Home: Families and Relationships)	Pages 348-371 **Projects due!**
Week 15 Dec. 7	**Final**	Ch. 9-12

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

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 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. I will update chapter notes as we progress throughout the class. 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.   There will be regular short writing assignments to make sure you understand the basic concepts that are covered. Many of these will help you apply the concepts we discuss in class to the social world. They are listed in the assignments portion of CANVAS. You can find the specific instructions for each of them there.

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 session that day or if there is a change in the schedule. This will help you stay informed about the status of the class.

What does it mean to "attend" an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

· Student submission of an academic assignment

· Student submission of an exam

· Student participation in an instructor-led Zoom conference

· Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules

· A posting by the student showing the student's participation in an assignment created by the instructor

· A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters

· An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

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.

How do I act differently if I have an on-ground class during COVID?

- 1. DO NOT COME TO CAMPUS OR ATTEND AN OFF-CAMPUS CLASS IF YOU FEEL SICK, HAVE A FEVER, OR HAVE A COUGH
- a. Even if your symptoms are mild, stay home.
- b. Email your instructor to explain why you are missing class. c. If you are sick with COVID-19 or think you might have COVID-19, provides CDC guidance.
- d. If you have tested positive for COVID-19, you must self-quarantine for 14 days and then be without symptoms for at least 72 hours. Clearance is required prior to returning to any face-to-face interaction. It is recommended that you undergo a final COVID-19 test to confirm that you are no longer infected.
- e. If you are exposed through direct contact with a person known to be COVID-19 positive, then you must submit negative COVID-19 test results prior to returning to any face-to-face interaction.
- 2. ARRIVE AT CAMPUS EARLY (at least 15 minutes early is advised).
- a. All people entering the IVC campus will need to pass a screening process, which will occur at the gates as your drive onto campus. You will need to take a short questionnaire and get your temperature taken (the screening is completely touchless and will take place while you remain in your car).
- 3. BRING A MASK TO CLASS (and always wear it).
- a. Be sure that your mask covers both your nose and mouth. If your mask is cloth, then wash it each day. If your mask is disposable, then use a new one each day.
- 4. GO DIRECTLY TO YOUR CLASSROOM.
- a. The IVC campus is mostly closed so you should not visit other areas or seek any face-to-face services. Services are available to students online and can be accessed through www.imperial.edu.
- 5. WASH YOUR HANDS FREQUENTLY (and use the provided sanitation supplies).
- a. Your classroom is equipped with cleaning supplies. Use them as needed.
- 6. BE SURE TO SOCIAL DISTANCE (stay at least 6 feet from others).
- a. The number of students in a classroom at any one time is very limited so you have plenty of space to spread and ensure that you stay at least 6 feet from others.
- 7. BRING YOUR OWN FOOD AND DRINKS.
  There is no food service currently offered on campus.

Online Netiquette

a. [Required Information for web-enhanced, hybrid and online courses: Describe your policies regarding netiquette. The below is suggested language and may be modified for your course.]

b. · What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.

c. · Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

d. How am I expected to act in an online "classroom" (especially Zoom)?

e. Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

f. 1) Be RESPECTFUL

g. a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

h. 2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)

i. a. People walking around and pets barking can be a distraction.

j. 3) EAT AT A DIFFERENT TIME.

k. a. Crunching food or chugging drinks is distracting for others.

l. b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

m. 4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU

n. a. It is hard to see you in dim lighting so find a location with light.

o. b. If your back is to a bright window, you will be what is called "backlit" and not only is it hard on the eyes (glare) but you look like a silhouette.

p. 5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING

q. a. If you are using the camera, show your face; it helps others see your non-verbal cues.

r. b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

s. 6) Be READY TO LEARN AND PAY ATTENTION

t. a. Catch up on other emails or other work later.

u. b. If you are Zooming, silence your phone and put it away.

v. c. If you are in a room with a TV – turn it off.

w. 7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS

x. a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It's best if you conference in a private space, but if you can't find a quiet place, when noises arise MUTE your laptop.

y. 8) REMEMBER TO UNMUTE WHEN SPEAKING

z. a. Follow your instructor's directions about using the "raise hand" icon or chat function to be recognized and to speak, but make sure you have unmuted your device.

aa. b. Do not speak when someone else is speaking.

bb. 9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING

cc. a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.

dd. b. Do not use the Zoom meeting to meet with your peers or put on a "show" for them.

ee. 10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING

ff. a. Emergencies happen. If you need to leave the room or get up and move about, stop your video

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.

How do I show academic honesty and integrity in an online "classroom"?

· KEEP YOUR PASSWORDS CONFIDENTIAL.

o You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.

· COMPLETE YOUR OWN COURSEWORK.

o When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:

· Copying from others on a quiz, test, examination, or assignment;

· Allowing someone else to copy your answers on a quiz, test, exam, or assignment;

· Having someone else take an exam or quiz for you;

· Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);

· Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;

· Excessive revising or editing by others that substantially alters your final work;

· Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);

· Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

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.
- Study Skills Center: https://www.imperial.edu/students/learning-services/study-skills-center/

How do I access services now that we are mostly online?

· CANVAS LMS. Canvas is Imperial Valley College's 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. In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link (IVC online Tutoring). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center. · Library Services. Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books! · Career Services Center. The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement. · Child Development Center. The Preschool and Infant/Toddler Centers are on-campus demonstration lab

programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: https://forms.imperial.edu/view.php?id=150958

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. When campus is open, 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, but you must make an appointment. 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 or when campust reopens visit 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 when campus reopens, 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, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing 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 about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website www.imperial.edu/students/eops for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

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.

- SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at https://imperial.edu/students/student-equity-and-achievement/ or call us at 760-355-6465 or when campus reopens, visit Building 401.

What if I cannot afford food, books, or need other help?

- We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: https://imperial.edu/students/student-equity-and-achievement/

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.

SOCIOLOGY PROJECT AND PRESENTATION

Understanding **social change** in a variety of societies or communities is integral to this course. For the purposes of this project **focus on your topic as it applies within the United States.**

Select a topic from the list of options or choose your own topic. Document aspects of struggle and social change with pictures, video or audio recorded interviews as well as up-to-date information.

Required content:

- The documentation should be a **12-15 slides** (PowerPoint, Google Slides, etc.…) presentation illustrating aspects of your chosen topic.
- Include **visual aids** that help to illustrate your information (pictures, videos, graphs, etc.…)
- Look for **historical manifestations** of your topic as well as how it presents itself **now** in the United States for your chosen community.
- What are the **struggles** of the affected community as you can see?
- **What specifically (if anything) has changed historically**, among groups or in different places.
- Select which **theoretical perspective** will help to explain the situation of your chosen topic.
- Include **Works Cited**

The assignment is worth **50 points**. Due dates will be assigned randomly. I will send out an announcement with due dates for every student after topics are chosen. Everyone must submit their chosen topic by **September 9**. **Only one student can choose a particular topic.**

Presentations are evaluated on validity of content and organization of information, meeting the slide number requirement, including visual aids (pictures, videos, graphs, etc…), submitting the assignment to the instructor on time, appropriate application of a theory, and accurate citation of sources used.

Rubric:

Validity of Information, Project Organization and including all required content: 20 points
Meet 12-15 Slide Requirement: 5 points
Include appropriate and accurate visual aids: 10 points
Turned in on Time (email to professor before or on presentation date): 5 points
Effectively apply sociological theory: 5 points
Cite sources used in presentation: 5 points

Below are some project ideas. Choose one of these or choose your own:

<u>Only one person may choose the same topic</u>

Interracial Marriage Then and Now

Race and Police Brutality

Race Riots: What's the Cause of Racial Unrest?

Relationship Between Race and Class

Relationship Between Race and Educational Levels

Multicultural Society and the Dominant Culture

Mental Health and Stigma

How _____ are presented in the media (choose one)

- Young Women
- Women
- Men
- Young Men
- Children
- LGBTQ individuals
- The Disabled

Gender Inequality on the Job

Does Social Media Make Us Lonely?

Does Social Media Promote Narcissism?

The Rise of "Organic" Farming

The Difference in Serving Sizes Over Time

Social Movements (choose one)

- Civil Rights
- Disability Rights
- Feminism (Suffragettes)
- Fair Trade
- Occupy Wall Street

Effects of divorce on children

Social success middle-class children achieve

Helicopter Parenting's Effects on Children

Social network addiction

Effects of fast food on society

Causes and prevention of childhood obesity

Stereotypes in sports

How does family violence affect women and children

Sexual assault/rape in the U.S. military

The role of stigma in domestic violence

What role does food play in cultural identity?

How has marriage changed in the United States?

What are the effects of divorce on children?

Benefits of marriage without children

Differences b/w Generation X, Y, and Z

What are some things we're addicted to as a society that are not seen as "addiction," per se?

The impact of sex education in schools

The advantages and disadvantages of virtual communication

Harassment and Bullying on Social Media

How is childhood different now than in the past?

Monsanto Seeds

How is parenthood different now than in the past?

- Labor
- Environmentalism
- Gay Rights (Gay Marriage)
- Animal Rights
- White Nationalism

Getting a job with a criminal record

The increasing cost of higher education

Isolation and Covid-19

What are the effects of juveniles being prosecuted in the adult criminal justice system?