

### Basic Course Information

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|-------------------|------------------------------|--------------------|---|
| Semester:         | <b>Fall 2024</b>             | Instructor Name:   | <b>Laura Semmes</b>   |
| Course Title & #: | <b>Sociology 101</b>         | Email:             | <b>Laura.semmes@imperial.edu</b>                                  |
| CRN #:            | <b>10323</b>                 | Units:             | <b>3</b>  |
| Classroom:        | <b>Real-Time Online/Zoom</b> | Office #:          | <b>Online/Zoom</b>  |
| Class Dates:      | <b>8/12/2024-12/4/2024</b>   | Office Hours:      | <b>Tuesdays 10:30 am-12:30 pm<br/>Thursdays 11:45 am-12:45 pm</b> |
| Class Days:       | <b>Monday/Wednesday</b>      | Class Format:      | <b>Real-Time Online</b>   |
| Class Times:      | <b>11:20 am-12:45 pm</b>     | Emergency Contact: | <b>laura.semmes@imperial.edu</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

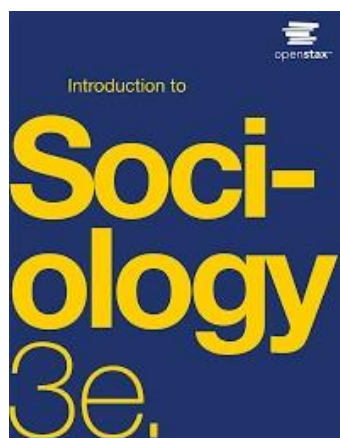
Each of the following outcomes should be achieved during the time you are in this class. The goal is for you to grow in your communication skills, critical thinking skills, personal responsibility, information literacy and global awareness.

1. Define sociology and explain how empirical research is used to study the social world. (ILO1, ILO2, ILO4, ILO5)
2. Compare and contrast the different major sociological theoretical perspectives that explain social behavior. (ILO2, ILO4, ILO5)
3. Define and apply the basic concepts of sociology including culture, status, roles, norms, institutions, social class, race, gender. (ILO2, ILO3, ILO4, ILO5)

## 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



Introduction to Sociology 3e  
Conerly, Tonja R., Holmes, Kathleen, Tamang, Asha Lal, et. al. Houston,  
TX: OpenStax College; Rice University, 2021-



**Paperback:**

ISBN-13: 978-1-711493-97-8

**Digital:**

ISBN-13: 978-1-951693-36-7

<https://openstax.org/books/introduction-sociology-3e/pages/1-introduction>

**Requirements and Instructional Methods**

This class is a real-time online class. If there are any changes to the class schedule or modality, you will be informed through Canvas. I have listed the meeting link below that is **accessible for class and office hours**. We will also have weekly assignments which will count as part of your participation grade. These assignments will each refer to some aspect of the chapter they are covering, and are designed to help you apply the concepts to social life in our society and culture.

Exams and quizzes are multiple choice/true-false. Exams and quizzes are done on CANVAS in the “Quizzes” section and will be taken online on their scheduled day. You will have 30 minutes to take each quiz. Quizzes cover two chapters and are meant to be a review of information covered in a two-week period. Exams cover four chapters, and check knowledge and acquisition of key subject matter. You will have 45 minutes to take each exam. If you know you are going to be unable to take an exam on its scheduled day, please notify me **one week before or as soon as possible** to make arrangements. This must be done before the exam 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.

The Sociology Project 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.

Laura Semmes is inviting you to a scheduled Zoom meeting.

Topic: My Meeting

Time: Aug 12, 2024 09:30 AM Pacific Time (US and Canada)

Every week on Mon, Tue, Wed, Thu

Please download and import the following iCalendar (.ics) files to your calendar system.



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Weekly: [https://imperial-edu.zoom.us/meeting/tZYpf-qsqD8tEtQZNhWNLbtYxuNXGNVoYEAo/ics?icsToken=98tyKuGqqjMpHtKRtxGHRpwQBoqgb-jwpilaj7dspjHtNA5\\_YBfPLvdsCpVRJtfp](https://imperial-edu.zoom.us/join/https://imperial-edu.zoom.us/meeting/tZYpf-qsqD8tEtQZNhWNLbtYxuNXGNVoYEAo/ics?icsToken=98tyKuGqqjMpHtKRtxGHRpwQBoqgb-jwpilaj7dspjHtNA5_YBfPLvdsCpVRJtfp)

Join Zoom Meeting

<https://imperial-edu.zoom.us/j/82483464780>

Meeting ID: 824 8346 4780

Meeting ID: 824 8346 4780

Find your local number: <https://imperial-edu.zoom.us/u/kAl4bMmnb>

### Course Grading Based on Course Objectives

#### Grading Scale

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: 59% and lower

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#### Grading Process

Exam 1: 100 pts.

Participation: 100 pts

Exam 2: 100 pts.

Project: 100 pts.

Final Exam: 100 pts.

Quizzes: 40 pts. (20 pts. each)

Total points: 540 points



## Course Policies

### **Attendance and Participation:**

- 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 anything comes up. Lecture notes can be found on Canvas. I will update chapter notes as we progress throughout the class. If you need any assistance with navigating Canvas, please ask me **anytime**. I will also put study guides on Canvas a week before the exam is scheduled. There will not be study guides for quizzes.

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 discussed in the chapter 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 and messages 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.

### **Cheating and Plagiarism:**

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. If any more than 15% of your assignment is plagiarized, it’s an automatic “0.” You will be able to check the percentage and redo assignments up until the due date and time. 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.

### IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

### Anticipated Class Schedule/Calendar

| Date or Week         | Activity, Assignment, and/or Topic  | Due Dates/Tests                  |
|----------------------|---|----------------------------------|
| Week 1<br>Aug. 12-14 | Introduction, Syllabus, Chap. 1   |                                  |
| Week 2<br>Aug. 19-21 | Chap. 2 (Sociological Research)   |                                  |
| Week 3<br>Aug. 26-28 | Chap. 3 (Culture)   | <b>Quiz 1 (Ch. 1-2) Aug. 28)</b> |
| Week 4<br>Sept. 3-5  | <b>Sept. 3 No class (Labor Day)</b><br>Chap. 4 (Society and Social Interaction) |                                  |

| <b>Date or Week</b>       | <b>Activity, Assignment, and/or Topic</b>  | <b>Due Dates/Tests</b>                                   |
|---------------------------|--|--|
| Week 5<br>Sept. 9-11      | Chap. 4 (cont.) Sept. 11<br>Review (Sept. 13)  | Ch. 1-4  |
| Week 6<br>Sept. 16-18     | <b>Exam 1 (Ch. 1-4) Sept. 16</b><br>Chap. 5 (Separate and Together: Life in Groups) Sept. 20 | <b>Exam 1 (Sept. 16)</b>                                 |
| Week 7<br>Sept. 23-25     | Chap. 5 (cont.) Sept. 23<br>Chap. 6 (Groups and Organization)                                |  |
| Week 8<br>Sept. 30-Oct. 2 | Chap. 6 (cont.) Sept. 30<br>Chap. 7 (Deviance, Crime, and Social Control)                    | <b>Quiz 2 (Ch. 5-6) Oct. 2</b>                           |
| Week 9<br>Oct. 7-9        | Chap. 7 (cont.) Oct. 7<br>Chap. 9 (Social Stratification in the United States)               | <b>Projects Due!</b>                                     |
| Week 10<br>Oct. 14-16     | (Chap. 9 cont.) Oct. 14<br>Oct. 16 Review  | <b>Projects Due!</b><br>Review                           |
| Week 11<br>Oct. 21-23     | <b>Oct. 21 Exam 2 (Chap. 5-7, 9)</b><br>Chap. 11 (Race and Ethnicity) Oct. 23                | <b>Exam 2 (Oct. 21)</b>                                  |
| Week 12<br>Oct. 28-30     | Chap. 11 (cont.) Oct. 28<br>Chap. 12 (Gender, Sex, and Sexuality) Oct. 30                    | <b>Projects due!</b>                                     |
| Week 13<br>Nov. 4-6       | Chap. 12 (cont.) Nov. 4<br>Chap. 14 (Relationships, Marriage, and Family) Nov. 6             | <b>Projects due!</b><br><b>Quiz 3 (Ch. 11-12) Nov. 6</b> |
| Week 14<br>Nov. 11-13     | <b>Nov. 11 (Veterans Day, no class)</b><br>Chap. 14 (cont.) Nov.13                           | <b>Projects due!</b>                                     |
| Nov. 18-20                | Chap. 17 (Government and Politics)   | <b>Projects due!</b>                                     |
| Week 15<br>Nov. 25-27     | <b>Thanksgiving Break (no class)</b>   |  |
| Week 16<br>Dec. 2         | <b>Final</b><br><b>Dec. 2</b>  | Ch. 11, 12, 14, 17 <b>Final</b>                          |

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

## Other Course Information

### SOCIOLOGY PROJECT

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 a photographic power-point or slideshow (PowerPoint, Google Slides, etc...) presentation illustrating aspects of your research. Be sure to include 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 specifically (if anything) has changed historically**, among groups or in different places. What are the **struggles** of the affected community as you can see?
- Select which **theoretical perspective** will help to explain the situation of your chosen topic.
- Include **Works Cited**.

The assignment is worth **100 points**. I will send out an announcement on Canvas asking you to officially choose your project topic. Due dates will be assigned randomly and posted on Canvas. I will send out an announcement with due dates for every student after topics are chosen. Everyone must submit their chosen topic by **Thursday, September 5. Only one student can choose a particular topic.** If you do not choose a topic, one will be assigned to you. 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: 40 points

Meet 12-15 Slide Requirement: 10 points

Include appropriate and accurate visual aids: 20 points

Turned in on Time (submit to professor before or on due date): 10 points

Effectively apply sociological theory: 10 points Cite

sources used in presentation: 10 points



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

**Only one person may choose the same topic**

Interracial Marriage: Then and Now

Effects of Divorce on Children

Race and Police Brutality

Social Success Middle Class Children Achieve

Race Riots: What is the Cause of Racial Unrest?

Helicopter Parenting's Effect on Children

Relationship Between Race and Class

Social Network Addiction

Relationship Between Race and Educational Levels

Effects of fast food on society

Multicultural Society and the Dominant Culture

Mental Health and Stigma

Causes and prevention of childhood obesity

How \_\_\_\_\_ are presented in the media (choose one)

Stereotypes in sports

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

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?

Environmental Racism

Benefits of marriage without children

Differences b/w Generation X, Y, and Z

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

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?

Getting a job with a criminal record

The increasing cost of higher education

Mental Illness and Covid-19

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