

Santa Rosa Junior College
Introduction to Sociology (SOC-1)
Summer 2017, June 19 – July 27
M/T/W/H 10:00am-12:15pm
1678 Emeritus

Instructor: Dr. Dan Morgan

Meeting with me outside of class (aka office hours):

- ***In person office hours:*** Thursday, 12:15 PM – 1:45 PM, by appointment.

Office location: Emeritus #1542

- ***By telephone:*** Phone messages are forwarded to me by the Department of Behavioral Sciences: (707) 527-4228 or (707) 527-4226.
- ***By e-mail:*** dmorgan@santarosa.edu

SOC 1 Introduction to Sociology SRJC Course Catalog Description

An exploration of American society from several levels of analysis including Face-to-face social interaction, groups, and institutions. This exploration is accomplished through the use of lectures, small group interaction, multimedia and guest speaker presentations.

Elaborate course description:

The course is designed to help us develop our “sociological imaginations” by placing ourselves in the role of an outsider looking in. By doing so we begin to understand the significance of our lives within the historical, political, and economic situations in which we live. In addition, we place ourselves within the larger society and understand the connections between individuals, organizations, societies, and cultures. Basic premises of the social sciences are incorporated into discussions of cultural values, beliefs, norms and customs. Racial, ethnic, gendered and other multicultural issues related to institutions and organizations will also be addressed. In other words, this course is really about us – that’s right – you, me, the person sitting next to you, etc.

Textbook: [Welcome to Sociology 4/e TEXTBOOK + LOOSE LEAF BUNDLE](#). Authors: Basirico, Cashion, Eshleman & Morgan, 2013. Redding, CA: BVT Publishing. ISBN: **978-1-61882-876-7**

You can also order the e-book through the publisher's web store: <https://www.bvtstudents.com/> for about \$25 less. Search for the book using the ISBN: **978-1-61882-874-3** for the paper textbook, and ISBN: **978-1-61882-876-7** for the textbook and loose leaf bundle. I have placed a copy on reserve at the Library.

Student Learning Outcomes

Upon successful completion of this course students will be able to:

1. Explain and apply the major theories, concepts, and methodologies of sociology.
2. Analyze society and social groups using a sociological perspective.
3. Evaluate structures and policies of major American social institutions.

Course Objectives

Upon completion of this course, students will be able to:

1. Describe the sociological perspective in contrast to individualistic analysis.
 2. Explain the major theoretical perspectives in sociology and how they can be applied.
 3. Describe and apply the major research methods used by sociologists.
 4. Explain the sociological concept of self and the process of socialization.
 5. Analyze various sociological patterns of everyday life and interactions.
 6. Describe the importance of groups to the shaping of individuals and societies.
 7. Explain the meanings and components of social class as well as the consequences of social location.
 8. Evaluate issues related to group relations in the United States.
 9. Analyze social institutions such as education, medicine, or others using a sociological framework.
 10. Discuss and explore American society in a global context.
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Grading:

The following grade percentages will be used	Grade
90-100	A
80-90	B
70-79	C
60-69	D
<60	F

Points	Assessment
60 points	6 Quizzes (10 points each)
60 points	6 Reflection Papers (10 points each)
10 points	Class Participation
70 points	Cumulative Final Examination (Multiple Choice/Essay Format)
200 points:	TOTAL COURSE POINTS

Methods of Evaluation/Basis of Grade

40 %	Exams (Quizzes, part of Final Exam)
50 %	Writing (Reflection Papers, Socio-autobiography)
10 %	Other (participation, collaboration)

EXPLANATION OF GRADED COMPONENTS

Class Participation: Class attendance is required, cumulative, and is calculated into your final participation grade. Missing the first two class periods, missing two class periods in a row, or missing a total of more than three class meetings without exceptions stated in the SRJC attendance policy (Appendix A), are grounds for a student being dropped from the course.

Class participation includes being present and on time for class, participating in discussions, and listening intently and respectfully to others. Everyone has varying degrees of confidence, language facility and knowledge. Each of us can contribute to class.

Rationale:

1. Class participation promotes understanding of course material, concepts and terminology.
2. Class participation allows us to better understand one another, our cultures and values.
3. Attendance and participation promotes student engagement with other students, adding value to the learning.
4. Class participation promotes faculty/student engagement in the class.

Reflection Papers: There are six reflective papers assigned to this course, relevant to course content that we are covering at that time. Reflection papers will be 1 -2 pages in length, double spaced. Include an additional cover page. No reference page is required. Reflection papers will be graded according to the rubric found in Appendix B.

Rationale:

1. Reflection papers allow you to think more deeply and consciously about your actions or behaviors surrounding a part of your life or experience.
2. Writing reflective papers allows you to develop expertise in understating the sociological imagination.
3. Writing a reflective paper will help you to study for the quizzes and the final exam.

Quizzes: Quizzes are based upon the readings, major themes, concepts and course terminology. Class discussions and homework assignments are designed to prepare you for the quizzes. For the most part, the quizzes consist of multiple choice questions, though short-answer and essay questions may be used for some quizzes. You may use your notes, textbook and other resources for all quizzes.

Rationale:

1. Studying for quizzes engages students with course material and with one another.
2. The quiz-taking process affirms accuracy of course terminology.
3. Quizzes are used as learning tools as well as learning assessments.

The **Final Exam** is Cumulative, and allows you to reaffirm your knowledge and to organize and explain your ideas about major course themes in writing.

I do not accept late assignments, and quizzes may not be taken past the due date and time. Manage your time accordingly, familiarize yourself with Canvas and avail yourself of available technology. If a quiz or reflection paper is not in Canvas by the time that it is due, it does not exist.

Access for Students with Disabilities

It is the policy of the Sonoma County Junior College District to provide equal educational opportunities for students with disabilities in accordance with state and federal law and regulations including the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and Title 5 of the California Administrative Code. Pursuant to Title 5, the District has developed the Disability Resources Department to assist students with disabilities in securing appropriate instruction, academic accommodations and auxiliary aids. It is the intent of the District that such individuals be served by regular classes and programs whenever possible. To that end, students with disabilities shall be admitted to courses and programs and matriculate through such courses and programs on an equal basis with all other students. To ensure equality of access for students with disabilities, academic accommodations and auxiliary aids shall be provided to the extent necessary to comply with state and federal law and regulations. For each student, academic accommodations and auxiliary aids shall specifically address those functional limitations of the disability, which adversely affect equal educational opportunity. When the severity of the disability of an otherwise qualified student precludes successful completion of a course required for graduation from SRJC, despite an earnest effort on the part of the student to complete the course and despite provision of academic accommodations and/or auxiliary aids, a course substitution or waiver of the course requirement shall be considered.

The District will maintain specific criteria and procedures to implement this policy.

Academic Integrity Statement

Sonoma County Junior College District (SCJCD) holds that its primary function is the development of intellectual curiosity, integrity, and accomplishment in an atmosphere that upholds the principles of academic freedom. All members of the academic community - student, faculty, staff, and administrator - must assume responsibility for providing an environment of the highest standards, characterized by a spirit of academic honesty and mutual respect. Because personal accountability is inherent in an academic community of integrity, this institution will not tolerate or ignore any form of academic dishonesty. Academic dishonesty is regarded as any act of deception, benign or malicious in nature, in the completion of any academic exercise. Examples of academic dishonesty include cheating, plagiarism, collusion, and other academic misconduct.

Projected Timetable

Week

1 June 19 - 22

Objectives:

- Describe the sociological perspective in contrast to individualistic analysis.
- Describe and apply the major research methods used by sociologists.
- Explain the sociological concept of self and the process of socialization.

Read for class:

- Chapter 1: "The Nature and Uses of Sociology"
- Chapter 2: "The Development of Sociology"
- Chapter 3: "Methods of Studying Sociology"
- Chapter 4: "Culture and Society"

Assignments:

- Sample assignment due 11:55 Wednesday evening, submitted into Canvas
- Complete Quiz in Canvas by 11:59 Friday evening
- Submit reflection paper to Canvas by 11:59 Friday evening

Week

2 June 26 - 29

Objectives:

- Describe the importance of groups to the shaping of individuals and societies.
- Analyze various sociological patterns of everyday life and interactions.
- Explain the meanings and components of social class as well as the consequences of social location.

Read for class:

- Chapter 5: "Social Structure, Social Groups, and Social Organizations"
- Chapter 6: "Socialization and Social Interaction"
- Chapter 8: "Social Differentiation and Stratification"
- Chapter 7: "Deviance"

Assignments:

- Complete Quiz in Canvas by 11:59 Friday evening
- Submit reflection paper to Canvas by 11:59 Friday evening

July 4

Independence Day Holiday (Observance) (no classes)

Week

3 July 5 & 6

Objectives:

- Analyze various sociological patterns of everyday life and interactions.
- Explain the major theoretical perspectives in sociology and how they can be applied.
- Evaluate issues related to group relations in the United States.

Read for class:

- Chapter 9: "Racial and Ethnic Differentiation"
- Chapter 10: "Gender Differentiation"
- Chapter 11: "Age Differentiation and the Aged"

Assignments:

- [Complete Quiz in Canvas by 11:59 Friday evening](#)
- [Submit reflection paper to Canvas by 11:59 Friday evening](#)

Week

4 July 10 - 13

Objectives:

- Analyze various sociological patterns of everyday life and interactions.
- Describe the importance of groups to the shaping of individuals and societies.
- Evaluate issues related to group relations in the United States.
- Analyze social institutions using a sociological framework
- Explain the meanings and components of social class as well as the consequences of social location.

Read for class:

- Chapter 12: "Family Groups and Systems"
- Chapter 13: "Religious Groups and Systems"
- Chapter 14: "Educational Groups and Systems"
- Chapter 15: "Political Groups and Systems"

Assignments:

- [Complete Quiz in Canvas by 11:59 Friday evening](#)
- [Submit reflection paper to Canvas by 11:59 Friday evening](#)

Week

5 July 17 - 20

Objectives:

- Explain the meanings and components of social class as well as the consequences of social location.
- Evaluate issues related to group relations in the United States.
- Analyze social institutions such as education, medicine, or others using a sociological framework.
- Analyze various sociological patterns of everyday life and interactions.
- Discuss and explore American society in a global context.

Read for class:

- Chapter 16: "Economic Groups and Systems"
- Chapter 17: "Health Care Groups and Systems"
- Chapter 18: "Collective Behaviors and Social Movements"
- Chapter 19: "Population and Ecology"

Assignments:

- [Complete Quiz in Canvas by 11:59 Friday evening](#)
- [Submit reflection paper to Canvas by 11:59 Friday evening](#)

Week

6 July 24 - 27

Objectives:

- Evaluate issues related to group relations in the United States.
- Discuss and explore American society in a global context.
- Analyze various sociological patterns of everyday life and interactions.

Read for class:

- Chapter 20: "The Changing Community"
- Chapter 21: The Nature of Social Change

Assignments:

- [Complete Quiz in Canvas by 11:59 PM Thursday, July 27](#)
- [Submit reflection paper to Canvas by 11:59 PM Thursday, July 27](#)
- [Complete Final Exam in Canvas by 11:59 PM Thursday, July 27](#)

Appendix A: SRJC Attendance Policy

A. Attendance

1. Students are expected to attend, and in the case of online classes, participate in, all sessions of the course in which they are enrolled.
2. A student may be dropped from any class when that student's absences exceed ten percent (10%) of the total hours of class time.
3. With advanced notice and appropriate documentation, members of the U.S. Military Armed Services and Reservists shall have their absences accommodated due to service obligations provided that satisfactory academic progress is being made prior to suspending their studies. For the purpose of this policy, a student is making satisfactory academic progress so long as, at the start of the absence, the student has the potential to pass the class after completing the remaining assignments.
4. Specific courses may have stricter requirements based on professional certification mandates or curricular situations in which absences will severely compromise the learning for other students (such as team or performance ensemble courses). These stricter requirements shall be stated in the course syllabus.

B. Nonattendance

1. Students who fail to attend the first class meeting may be dropped by the instructor. For classes that meet online, students who fail to log on and initiate participation by 11:59 p.m. Pacific Time of the first day of the class may be dropped by the instructor. The start date for full semester online classes is the official first day of the semester; for short-term classes, the first day will be specified in the schedule of classes.
2. Instructors are required to drop all No-Show students immediately following the second class meeting. A No-Show is an enrolled student who has not attended any class meeting of the course. For classes that meet online, a No-Show is an enrolled student who has not logged on and initiated active participation by 11:59 p.m. Pacific Time of the second day of the class.

C. Excessive absence defined

1. Instructors shall state in each course syllabus what constitutes excessive absence for that course.
2. Any student with excessive absences may be dropped from the class.

Appendix B: Reflection Paper Grading Rubric

	Poor	Fair	Good	Excellent	
Depth of reflection 3 possible points	Poor Writing demonstrates lack of reflection on the selected topic, with no details.	Fair Writing demonstrates a minimal reflection on the selected topic, including a few supporting details and examples.	Good Writing demonstrates a general reflection on the selected topic, including some supporting details and examples.	Excellent Writing demonstrates an in-depth reflection on the selected topic, including supporting details and examples that evidence the <i>sociological imagination</i> .	
Quality of Information 3 possible points	Poor Information has little to do with the course themes.	Fair Information clearly relates to course themes, but no details and/or examples are given.	Good Information clearly relates to course themes. It provides 1-2 supporting details and/or examples.	Excellent Information clearly relates to the main topic. It includes several supporting details and/or examples.	
Structure & Organization 3 possible points	Poor Writing unclear, disorganized. Thoughts are not expressed coherently.	Fair Writing is unclear, and thoughts are not well organized. Thoughts are not expressed in a logical manner.	Good Writing is mostly clear, concise, and organized with the use of excellent sentence/paragraph structure. Thoughts are expressed in a logical manner.	Excellent Writing is clear, concise, and well organized with the use of excellent sentence/paragraph structure. Thoughts reflect the <i>sociological imagination</i> .	
Grammar 1 possible point	Poor There are numerous spelling or grammar errors per page of writing reflection.	Fair There are more than five spelling or grammar errors per page of writing reflection.	Good There are no more than five spelling or grammar errors per page of writing reflection.	Excellent There are no more than three spelling or grammar errors per page of writing reflection.	