

Santa Rosa Junior College
Introduction to Sociology ONLINE Syllabus
Fall 2024

Instructor: Dr. Dan Morgan

Contacting Me

By e-mail: dmorgan@santarosa.edu **E-mail is the most efficient way to reach me.**

By telephone: Phone messages are forwarded to me by the Department of Behavioral Sciences: (707) 527-4228 or (707) 527-4226.

I can also host individual and small group meetings via Zoom throughout the semester, by request.

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.

My aim is for you to see yourself in each of these modules. This course is about you and about *us*: you, me, your loved ones, coworkers, and all of those who make up your social world.

Textbook: Introduction to Sociology. Keirns, N.; Strayer, E., Griffiths, H., Cody Rydzewski, S., Scaramuzzo, G. and Vyain, S. This is an online textbook, available at no cost. Click on this link:

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

There is a PDF version, if you prefer, on the syllabus page in our Canvas course.

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
210 points	Discussions (15 points, 14 Weeks)
50 points	5 Quizzes (10 points each)
100 points	Cumulative Final Examination
360 points:	TOTAL COURSE POINTS

EXPLANATION OF GRADED COMPONENTS

Weekly Graded Discussions: The weekly discussions are an integral part of the course. Meaningful virtual classroom discussions promote understanding of the major concepts and principles underlying the complex relationship between our society and technology. I will lead these discussions, asking questions and providing feedback to your responses. Each student will respond to the initial questions and respond to the other students in the course.

In the Discussion areas of the course, you, as a student, can interact with your instructor and classmates to explore questions and comments related to the content of this course. Discussions will be open Monday, 8:00 a.m. through **Sunday, 11:59 p.m. Santa Rosa TIME**. The graded discussions reflect academic discourse, and we use academic language as opposed to text message language or tweets. For example, "I" is a proper noun, always capitalized. Discussions will be graded according to the rubric found at the end of this course syllabus.

Rationale:

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

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 the accurate use of course terminology.
3. Quizzes are used as learning tools as well as learning assessments.

Cumulative Final Examination

Rationale:

1. Promotes "scaffolded" rather than 'episodic' learning
2. Encourages collaboration while studying
3. Ensures effective notetaking and studying throughout the semester

Projected Timetable

Week

1 An Introduction to Sociology

Learning Goals:

- Describe the sociological perspective in contrast to individualistic analysis.

Read for class:

Chapter 1: "An Introduction to Sociology"

Assignments:

Study for the upcoming quiz

2 Sociological Research

Learning Goals:

- Explain the major theoretical perspectives in sociology and how they can be applied.

Read for class:

Chapter 2: "Sociological Research"

Assignments:

Study for the upcoming quiz

3 Culture

Learning Goals:

- Describe and apply the major research methods used by sociologists.

Read for class:

Chapter 3: "Culture"

Assignments:

[Quiz 1: complete by 11:55 Sunday evening, in Canvas.](#)

4 Socialization and Social Interaction

Learning Goals:

- Explain the sociological concept of self and the process of socialization.
- Describe the importance of groups to the shaping of individuals and societies.

Read for class:

Chapter 4: "Society and Social Interaction"

Chapter 5: "Socialization"

Assignments:

[Study for the upcoming quiz](#)

5 Groups and Organizations

Learning Goals:

- Analyze various sociological patterns of everyday life and interactions.

Read for class:

Chapter 6: "Groups and Organizations"

Assignments:

[Study for the upcoming quiz](#)

6 Deviance

Learning Goals:

- Explain the meanings and components of social class and the consequences of social location.

Read for class:

Chapter 7: "Deviance Crime, and Social Control"

Assignments:

Quiz 2: complete by 11:55 Sunday evening, in Canvas.

7 National and Global Inequality

Learning Goals:

- Analyze various sociological patterns of everyday life and interactions.

Read for class:

Chapter 9: "Social Stratification in the United States"

Chapter 10: "Global Inequality"

Assignments:

Study for the upcoming quiz

8 Race and Ethnicity

Learning Goals:

- Explain the major theoretical perspectives in sociology and how they can be applied.

Read for class:

Chapter 11: "Race and Ethnicity"

Assignments:

Study for the upcoming quiz

9 Gender, Sex, and Sexuality

Learning Goals:

- Explain the sociological concept of self and the process of socialization.
- Analyze various sociological patterns of everyday life and interactions.

Read for class:

Chapter 12: "Gender, Sex, and Sexuality"

Assignments:

Quiz 3: complete by 11:55 Sunday evening, in Canvas.

10 Aging, Ageism, and the Elderly

Learning Goals:

- Analyze various sociological patterns of everyday life and interactions.
- Describe the importance of groups to the shaping of individuals and societies.

Read for class:

Chapter 13: "Aging and the Elderly"

Assignments:

[Study for the upcoming quiz](#)

11 Families and Close Relations

Learning Goals:

- Evaluate issues related to group relations in the United States.
- Analyze social institutions using a sociological framework

Read for class:

Chapter 14: "Marriage and Family"

Assignments:

[Study for the upcoming quiz](#)

12 Education and Religion

Learning Goals:

- 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.

Read for class:

Chapter 15: "Religion"

Chapter 16: "Education"

Assignments:

[Quiz 4: complete by 11:55 Sunday evening, in Canvas.](#)

13 Government, Work, and The Economy

Learning Goals:

- Analyze social institutions such as education, medicine, or others using a sociological framework.

Read for class:

Chapter 17: "Government and Politics"

Chapter 18: "Work and the Economy"

Assignments:

[Study for the upcoming quiz](#)

14 Health and the Healthcare Industry

Learning Goals:

- Analyze various sociological patterns of everyday life and interactions.

Read for class:

Chapter 19: "Health and Medicine"

Assignments:

[Study for the upcoming quiz](#)

15 Population and the Environment

Learning Goals:

- Discuss and explore American society in a global context.

Read for class:

Chapter 20: "Population, Urbanization, and the Environment"

Assignments:

[Study for the upcoming quiz](#)

16 Social Movements, Social Change

Learning Goals:

- Develop further confidence in writing sociologically, using the sociological imagination
- Reflect upon ourselves and our lives, using sociological theory, themes, and terminology

Read for class:

Chapter 21: "Social Movements and Social Change"

Assignments:

Quiz 5: complete by 11:55 Sunday evening, in Canvas.

17 Wrapping Up

Learning Goals:

- Develop further confidence in writing sociologically, using the sociological imagination
- Reflect upon ourselves and our lives, using sociological theory, themes and terminology

No Assigned reading this week

Assignments:

[Tying up loose ends](#)

[Study for Final Exam](#)

SRJC STATEMENTS

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.

SRJC Attendance Policy

A. Attendance

1. Students are expected to attend, and in the case of online classes, participate in, all sessions/modules 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.

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. In this course, excessive absence is defined as failure to participate in graded discussions during **one** weekly module.

2. Any student with excessive absences may be dropped from the class.

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.

Physical and Mental Health

Should you experience any physical or mental health issues, know that all of us at SRJC care about your well-being. SRJC's Student Health Services (SHS) has nurse practitioners and mental health therapists available. Confidential sessions are provided via secure Zoom or in-person. Sessions are free for SRJC students taking credit or non-credit classes, and some providers can converse with you in Spanish if you prefer. SHS also has on-site covid rapid testing and vaccinations available also at no cost. To start the process for any type of physical or mental health appointment contact Student Health at 707 527-4445 or email studenthealthservices@santarosa.edu. More information about all that Student Health Services provides is available at <https://shs.santarosa.edu/>

Inclusivity and Belonging

Many of us may get triggered while in this class because engaging with academic material can evoke strong emotions. For some of us, the emotions are evoked because the issues are very real in our everyday lives. Others of us will get triggered because we are just finding this stuff out and it upsets us. Then there are some that will get triggered because we feel guilt or shame for not having known or understood how things have been working in our society. These feelings occur, and it's how we handle them that matters. This is how authentic learning and growth take place.

Everyone in this classroom, regardless of personal history or identity categories, is a member of this group. Our experiences matter, and we can share them as they become relevant to our class. No one in this class is ever expected or believed to speak for all members of your group(s). In this classroom, you have the right to determine your own identity. You have the right to be called by whatever name you wish. You have the right to be referred to by whatever pronouns you wish. You have the right to adjust those things at any point in your education. If you find that there are aspects of course instruction, subject matter, or class environment that result in barriers to your inclusion, please contact me privately without fear of reprisal.

I acknowledge that Santa Rosa Junior College is on the territorial traditional land of the Pomo People, past and present, and honor with gratitude the land itself and the people who have stewarded it throughout the generations.