

FEATHER RIVER COLLEGE
SOC 102: INTRODUCTION TO SOCIOLOGY (7006)
Fall 2019, Main 208
Monday, Wednesday, Friday 10:00-10:50 a.m.
SYLLABUS

Instructor Contact and Office Hours

Instructor: Katie Desmond, Ph.D.

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Email: kdesmond@frc.edu

Office: Science Building, 1013

- ⌚ Monday, Wednesday: 1:00-2:00 (and 12:00-1:00 on days when I am not in meetings.)
- ⌚ Tuesday and Thursday: 11:00-12:00
- ⌚ Friday: 11:00-12:00
- ⌚ By appointment: You may always email, call, or come see me in person with any course related questions. **I am in my office outside these listed office hours so stop by and knock on the door to see if I'm available.** **Look in the syllabus FIRST for course information!**

Course Description

This is a survey course in that it introduces students to a range of topics studied by sociologists as well as to the many theories and perspectives in the field of sociology. The discipline of sociology is about the relationship between the individual and society. In this class, you will gain a better understanding of the formation of “the self” and the individual in the social context; the individual in groups; constructions of race, class, gender and sexuality; social structures and institutions; culture; inequality and power; crime and deviance; family; work; religion; social change, and much more. Using sociological perspectives and theories will help you think more analytically about the experiences that shape the realities of groups and individuals, challenge you to think in unique ways, and push all of us to think about solutions to social problems. You will most likely be able to relate many of these topics to your own life. I hope this introspection will deepen your insight into and empathy for the experiences of others in our society.

This course:

- ✓ Partially satisfies FRC graduation requirements, Area D
- ✓ Partially satisfies requirements for the Sociology AA-T and AA degrees
- ✓ Transfers – CSU, Area D0
- ✓ Transfers - UC (IGETC) Area 4J
- ✓ Transfers - most private and out of state colleges (consult transfer college catalog)

Course Goals and Student Learning Outcomes

In addition to promoting the mission of FRC, I hope this course helps you build written communication and critical thinking skills, and that it makes you more comfortable and confident in your understanding of the social and behavioral sciences. Ultimately, I hope this course prepares you for your academic and professional futures.

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

1. Explain and apply key sociological concepts.
2. Apply the sociological imagination to examining themselves and current social issues.
3. Understand various research methods and their uses.
4. Identify, compare and apply the primary sociological perspectives and the theorists associated with these perspectives.
5. Evaluate how social forces and structures form and influence individual and group behavior.
6. Describe and explain the components of social inequality and social change in historical and contemporary society.

Course Materials

You are required to purchase these books for this course, available at the [Feather River College Bookstore](#) or through a book-seller of your choice.

Appelbaum, Carr, Duneier and Giddens. 2019. *Essentials of Sociology*. 7th edition. New York: W.W. Norton.
ISBN: 9780393674088

Course CANVAS Site

FRC uses the CANVAS online course delivery system: <https://frc.instructure.com>. Here you will find information pertaining to the course and your grade in the class.

Technological Requirements

Enrolling and succeeding in a college class requires you to have access to the following technology:

1. Daily computer and reliable internet access.
2. Word processing software.
3. **An email account that you use for your academic correspondences.** The default account is your frc.edu address, which you should really use for your student work.
4. Software to view videos, stream audio and open files.
5. Devices compatible with PDF document viewing.

Course Requirements

There are **500 points** possible in the class.

1. **In-class essay exams (3x60 points each= 180 points).** There will be three in-class exams (to keep you focused)! Study guides will be handed out a week in advance of the exam date (TBA). Each will have TWO essay questions. *(SLO 1,2,3,4,6)*
2. **Final exam (100 points):** The final essay exam will be four questions and will in on the scheduled final exam day, 10:00 on **Monday, December 9**. A study guide will be distributed in advance. *(SLO 1, 4, 6)*
3. **Learning Reflection (20 points):** This will be a separate question on the Final exam, giving you a chance to reflect on your learning over the semester. *(SLOs 2,4)*
4. **Activity Reflection (4x50=200 points possible).** Four times over the semester you will be given an activity to conduct, and you will write a sociological reflection on that activity. You could also present your observations and responses to these questions in other forms – presentations, posters, video, etc. We will discuss these in class! *SLOs, 3,5,6*
 - a. **Activity #1:** Attend a cultural, social, political, etc. event either in Quincy or elsewhere. Make observations. In your reflection, write about who was there: race, age, class, gender, etc. What did the people in attendance have culturally in-common (material culture or non-material culture). What were the observable cultural differences? What might be the significance of these similarities or differences? Provide the date and location (should be recent). **Due August 30 (written work uploaded on CANVAS)**
 - b. **Activity #2:** Conduct a non-intrusive “breaching experiment,” (otherwise called “breaking a norm”). We will talk about this more in class. In your essay, describe your experiment, report people’s reactions to your behavior, and discuss your thoughts about the cultural norms and/or values involved. **Due September 27 (written work uploaded on CANVAS)**
 - c. **Activity #3:** Interview five people (try to vary your subjects – age, race, where they’re from, education levels, etc.) Come up with some questions about religion and the importance of religion in each person’s life. What did you learn? Make a connection to points from Chapter 12. **Due November 8 (written work uploaded on CANVAS)**
 - d. **Activity #4:** How is Quincy difference from cities/urban areas you’re from or have visited? Describe these differences using specific examples/observations. What sociological factors might explain these differences (and similarities)? **Due November 27 (written work uploaded on CANVAS)**

Assessment and Grades

We will discuss writing and learning expectations and how these will be assessed. I also consider your growth and improvement as a learner over the semester when I assign grades. Your percentages and assignment points in the course will be recorded in the **Canvas grade-book**.

A = 95-100%	C+ = 76-79.9%
A- = 90-94.9%	C = 70-75.9%
B+ = 86-89.9%	D+ = 66-69.9%
B = 83-85.9%	D = 60-65.9%
B- = 80-82.9%	F = 0-60%

Schedule

Module One: The Study of Sociology

Week 1 (August 19-23)

1. Syllabus, introductions
2. Get book!!!
3. Read Chapter 1: Sociology: Theory and Method

Week 2 (August 26-30)

1. Read Chapter 2: Culture and Society
2. **Activity Reflection #1 (Due by August 30 on Canvas or in class)**

Week 3 (September 2-6)

Labor Day 9/2 (no class)

1. Read Chapter 3: Socialization, the Life Course, and Aging

Module Two: The Individual and Society

Week 4 (September 9-13)

1. Read Chapter 4: Social interaction and Everyday Life in the Age of the Internet

Week 5 (September 16-20)

1. Read Chapter 5: Groups, Networks and Organizations
2. **Exam #1 (will cover Chapters 1-5)**

Module Three: Structures of Power: Control, Class, Inequality

Week 6 (September 23-27)

1. Read Chapter 6: Deviance, Crime, and Punishment
2. Activity Reflection #2 (Due by September 27 on Canvas or in class)

Week 7 (September 30-October 4)

1. Read Chapter 7: Stratification, Class, and Inequality

Week 8 (October 7-11)

1. Read Chapter 8: Global Inequality
2. Exam #2 (will cover Chapters 6-8)

Module Four: Structures of Power: Sex and Gender, Race and Ethnicity

Week 9 (October 14-18)

No classes on 10/15, Staff Flex Day

1. Read Chapter 9: Gender Inequality

Week 10 (October 21-25)

1. Read Chapter 10: Race, Ethnicity and Racism
2. Exam #3 (will cover Chapters 9 & 10)

Module Five: Social Institution: Families, Education, and Religion

Week 11 (October 28-November 1)

1. Read Chapter 11: Families and Intimate Relationships

Week 12 (November 4-8)

1. Read Chapter 12: Education and Religion
2. Activity Reflection #3 (Due by November 8 on Canvas or in class)

Week 13 (November 11-15)

Campus closed 11/11 for Veterans Day

1. Read Chapter 13: Politics and Economic Life

Module Six: Social Issues

Week 14 (November 18-22)

1. Read Chapter 14: The Sociology of the Body: Health, Illness, and Sexuality

Week 15 (November 25-27)

Campus closed November 28 and 29 for Thanksgiving

1. Read Chapter 15: Urbanization, Population, and the Environment
2. Activity Reflection #4 (Due by November 27 on Canvas or in class)
3. ATTEND STUDENT RESEARCH SYMPOSIUM November 25 (Attendance and submitted written reflection, up to 2-pages, worth up to 20 points extra credit). You will submit the EC on the Canvas site by Dec. 1.

Week 16 (December 2-6)

1. Read Chapter 16: Globalization in a Changing World

Week 17 (December 9- 13): Finals week

FINAL EXAM, 10:00 a.m. Monday, DECEMBER 9

Will cover final chapters and have comprehensive questions. It will also include the Learning Reflection question.

Course Policies

Enrollment in this course means you agree these policies. Student rights and responsibilities can be accessed at <https://www.frc.edu/student-services/student-policies>

1. **Read the course material and instructor emails.**
2. **Academic Integrity:** If you are the person enrolled in this class then you are the person doing the work, not someone else. If someone else is doing and/or turning in work as you, that's ACADEMIC FRAUD and can result in academic dismissal.
3. **Plagiarism and submitting your own work:** Cheating is just unethical, disrespectful, a waste of my time, and it's just wrong. Presenting the work of others (students, published authors, websites, etc.) as your own is plagiarism. If I discover that you have used the work of another student, author, website, or text and turned this in as an assignment without proper documentation, you will receive zero (0) points for the assignment. The College's policy regarding this and other forms of cheating will be followed.
4. **Drop policy:** If you stop showing up to class for two consecutive weeks without letting the school know or without making arrangements with me, you will be dropped.
5. **Submission policy:** Turning your work in on time is really a skill you need to succeed in this class and in life! Skills of accountability and reliability practice are key to success in life. I know things happen in life. Don't wait to tell me, and always be honest with me. We need to communicate with each other. If you fall ill, contact me ASAP. I don't like constant excuses or dishonesty. Don't expect exceptions, okay?
6. **Writing expectations:** At the end of this syllabus I provide you with more about the writing expectations in this course. Your ideas come across a lot better if they are clear and grammatically-correct! I encourage you to strive to present yourself as sophisticated, literate, and professional, even in **emails** (e.g., write in complete sentences, use correct rules of capitalization, punctuation and spelling). Take time to communicate your great ideas! In your emails to me, please indicate the course in the subject line and sign your full name at the end. If you struggle with writing and getting across your ideas in written form, I can introduce you to a tutor, or show you the tutoring center on campus. We can also work together to identify some online resources.
7. **Classroom behavior/decorum:** Being members of a community of academics, intellectuals, and learners means treating each other with respect. In so many ways, being in college is a privilege. Let's all work to preserve a safe and positive learning environment. We will certainly be discussing controversial topics and you may have distinct ideas and perspectives on issues. I want us to all recognize that we all learn when challenged and from listening to perspectives other than our own. We also have to remember that diverse experiences mean that it's likely that someone has ideas different from our own. We can disagree with ideas and still respect people. There is no place for personal insults and put-downs in this learning environment.

In the spirit of higher education, it is important that every individual have an opportunity to learn. This means creating an environment free of discrimination (regardless of sex, race, ethnicity, age, national origin, religion, sexual orientation, gender expression, appearance, (dis)ability, or veteran status). Such a learning environment means that a student should not fear retaliation if they disagree with another's ideas, or if they express concerns or report a violation of this policy to a campus employee.

Expected decorum and practice of common courtesy include:

- ✓ Respecting others when they are talking - refrain from interrupting.
- ✓ Being prepared to back up responses, opinions and assertions with fact and evidence when challenged,
- ✓ Preparing to have our ideas challenged by others.
- ✓ Recognizing that we all hold biases.

I will let you know if I or others have concerns about your behavior. Continuing or substantial disruptions may result in immediate removal from the class and will be reported to FRC administration. Significant and/or continued violations may result in an administrative withdrawal from the class (see the Standards of Student Conduct, AP 5500).

8. **Student Support: Disabled Student Services and Programs:** Feather River College is committed to providing reasonable services and accommodations for all persons with disabilities. If you are a student who had an IEP or a 504 Plan in high school, or if you suspect that you have a learning or other disability that may have some impact on your work in this class and for which assistance would be helpful, please contact the Disability Support Services for Students office so accommodations can be arranged. You can stop by the DSP&S Office (located directly across from the Eagle's Perch), phone 530-283-0202 Ext. 255, fax 530-283-9497, or email mlang@frc.edu to schedule an appointment. Once you have been granted academic accommodations and have been given an accommodation letter for this class, please meet with me to discuss the arrangements as soon as possible. See Disabilities Support Program for Students at <https://www.frc.edu/dsps/index>
9. **Assessment and Grading:** In all honesty, we should also recognize that an "A" indicates *exceptional work*. An "A" is not just about turning in work. If you try and don't get the grade you want in a course, don't beat yourself up! Life happens when we are going to school. Before you get to a point of no return, let me know if you're confused or lost. If you realize that you might not yet have the some of the skills to be successful in a college class or an online class, then let me know and I will help you find a pathway for you to build skills so you can succeed. In reality also, if you miss assignments or don't put the time and effort into this course, success is less likely. Also, let's not talk about extra credit! I would much rather you completed the course assignments really well rather than request extra assignments!

10. **Completing the Course:** “Incompletes” are **only** considered if you have **completed 70%** of the course assignments and have a documented a medical or personal emergency with FRC’s Office of Student Services. Then you may request an “Incomplete,” though this is subject to my discretion. If you are unable to complete the course for any other reason you may always take the course another semester. Again, life happens.
11. **Fairness and Accommodations:** These policies and practices apply to all students equally. Everyone encounters challenges and obstacles in a semester. I will work with each of you to help you succeed but I am not going to make exceptions to the class expectations! I make efforts to accommodate you but no one will feel good if expectations and standards are not upheld.

Additional Resources

Additional Resources

In the event that you choose to write or speak about having survived sexualized violence, including rape, sexual assault, dating violence, domestic violence, or stalking and specify that this violence occurred while you were an FRC student, federal and state education laws require that, as your instructor, I notify the Chief Student Services Officer, Carlie McCarthy. She will contact you to let you know about accommodations and support services at FRC and possibilities for holding accountable the person who harmed you.

If you do not want the Chief Student Services Officer notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and discuss options for holding the perpetrator accountable.

Nick Maez, counselor, Mental Health and Wellness Center, Ext. 234 or Ext. 205
Monica Potter, LPCC - Extended Opportunity Program & Services Counselor, Ext. 354
Plumas District Hospital Emergency Room - 530-283-7111
Plumas County Mental Health - 530-283-6307
Plumas County Intervention and Resource Center - 530-283-5515 or 1-877-332-2754

FRC recommends the phone application of My3 – available for free in the Apple App Store and Google Play: <http://my3app.org/>. This app is a safety plan which links you to a network of three people (of your choice) for support and intervention should you have thoughts of suicide.

SOC 102 rubric used to assess your written work

Criteria	Excellent	Good	Satisfactory
<p>Response is relevant & clearly presented. <i>20% of grade</i></p>	<p>The response/answer is focused, and clearly and thoroughly addresses the question(s). It effectively relates to the purpose/topic(s) of the assigned material.</p>	<p>The response/answer is understandable and adequately addresses the question(s). It relates to the topic of the assigned material.</p>	<p>The response/answer is partially evident but not very clear or complete. It doesn't relate adequately to the topic conveyed in the question(s) or simply does not respond to the question(s) asked.</p>
<p>Shows understanding of sociological concepts <i>~30% of grade</i></p>	<p>The work demonstrates an outstanding grasp of sociological concepts; integrates relevant concepts and uses them accurately according to the topics and issues raised in the questions.</p>	<p>The work shows a good grasp of sociological concepts, in general, and uses the concepts and terms appropriate to the questions asked.</p>	<p>The writing shows some relation to the sociological concepts relevant to the question topics.</p>
<p>Demonstrates an analysis of issues/events <i>~30% of grade</i></p>	<p>The different sociological perspectives, theorists, theories or ideas are discussed, offering insight into the various ways an issue or problem might be approached. This means showing how these different lenses may be applied for understanding the world. There is also a discussion of why this issue is important for society and in the study of sociology</p>	<p>The response mentions the sociological perspectives and what they reveal about the issue and topic. The work accurately integrates the work of one or two theorists, theories, or ideas in the relevant area. The significance of the issue is also addressed.</p>	<p>The work attempts to integrate the sociological ideas and theories, but doesn't do so in a way that offers analysis or evaluation of an issue or topic.</p>
<p>Organization & Writing <i>~20% of grade</i></p>	<p>The writing is well-developed, appropriate in length, and clearly organized. This may include a clear answer or argument, supporting examples, and rationale. The writing is original (writer uses their own words) with fewer than three significant grammatical or spelling errors. <i>MLA citations accompany direct quotations and are stylistically accurate.</i></p>	<p>The writing is organized and includes examples. It is original, and errors do not detract from it significantly. The length is adequate. <i>MLA citations are evident with direct quotes but are not stylistically accurate.</i></p>	<p>There are organizational and grammatical problems that detract from the clarity of the writing. <i>MLA citations are missing when direct quotes are apparent.</i></p>

The MLA format is the standard citation style used at Feather River College. Students are expected to know how to use the MLA style upon completing their courses at FRC. There are many style guides available online: <https://www.mla.org/MLA-Style>; https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_in_text_citations_the_basics.html

Writing Tips:

- **Understand and Describe:** Can you recognize a concept when you see it? Can you use a term correctly in context?
- **Explain:** This means accurately using a concept or idea to talk about a sociological issue or problem. Can you provide examples to illustrate your points and use of a concept? These can be historical or present day.
- **Apply:** This is about using concepts, theories and perspectives and looking through these to discuss an issue. Can you use sociological concepts and ideas to explain a current situation?
- **Analyze:** Analytical skills are essential job skills. When you look at a problem, or are considering data, you ask “why” something is the way it is. This may require using sociological perspective to explain *why* something occurs, why it is a problem, etc. In doing this, you may choose which perspective best helps us understand a problem or issue in society. Functionalism? Conflict perspective? These are macro level perspectives that look at the structures in society. A micro level perspective will look at the individual experience in society. Think about it this way – if you are looking at inequality and poverty in the U.S. you would look at data (statistics and facts around these problems), and dig further. Why do women continue to face inequality in the workplace? Why are communities of color more likely to experience poverty? Etc.

For each exam and for all your written work, you will receive points for each of the rubric categories (see the writing rubric). This feedback shows you where you can improve as well as point out your strengths. For example, if you score lower on showing an understanding of sociological concepts, this means you are not using ideas or terms from the assigned material, or are not using these accurately.

Overall, I assess your work according to how well you show a comprehension of the assigned material. This means you need to read and study. I also look for and consider improvement and growth over the semester.