

SOC 204: Introduction to Sociology

Syllabus

General Information

Course: Introduction to Sociology

Course Number: 16383

Credits: 3

Format: Online

Instructor: Sonya James

Instructor Email: jamess@linnbenton.edu

Office Hours: By appointment

Text: 541-216-7270

Course Description from course catalog:

We focus on the development and application of sociological concepts and perspectives concerning human groups. This includes attention to concepts like socialization, culture, organization, stratification and societies. We will also consider theories and research methodology.

Learning Outcomes:

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

1. Demonstrate a sociological understanding of historical and cultural contexts of social events.
2. Describe core sociological theories and processes.
3. Use the scientific method to examine our social world.
4. Find applications for sociological theories and concepts in their own lives.
5. Demonstrate a critical perspective of social conditions.

Instructor Philosophy:

“To educate as the practice of freedom is a way of teaching that anyone can learn” (bell hooks, 1994).

We ask some big questions in this course. What is society? How have societies developed over time? How do societies distribute wealth, income and other resources? How do societies organize political authority and economic power? How do societies coordinate work? How do they socialize people to “fit in” with those around them? How do they produce culture? How do they stay “alive” and reproduce themselves? This course provides answers to these and other questions in ways that provide a path to develop a “sociological imagination,” an understanding of how our lives, yours and mine, are connected to larger events and trends, both historically and currently by learning to think outside ourselves. I adhere to the belief that one should be centered in a person and environment construct, with respect for human diversity and self-worth, committed to a global perspective, and scientific-based knowledge and skills.

Required Text:

OER (Open Education Resource)

Course Rules and Classroom Culture:

Student Conduct: The discipline of sociology requires us to explore the lives of others and our own as we interact and intersect with the structures and institutions that make up our society. This means that certain topics can be sensitive at times and we have to act with the utmost respect for one another. The classroom must remain a safe space for us to engage, explore, and learn. We are all expected and held to the highest standard of conducting oneself in an honest, professional, and ethical manner at all times.

In this course you will be engaging in an online discussion with our peers. Please handle this engagement with utmost respect, care, integrity, and empathy. If respect is compromised, you will be contacted by your instruction immediately and given a warning. After this, you may be asked to leave the discussion part of our class, resulting in significant grade loss.

If Sociology's goal is to gain insights into the nature of human behavior, how it influences and is influenced by society, then we can begin by celebrating one another's differences starting with perceptions, worldviews, and opinions.

Technology Statement:

This course is run asynchronously. In other words, you do not have to log in at a certain time and are free to log in when you can so you can balance the uncertainty that is enveloping our lives. That said, there is a significant amount of work in our course and it is important for you to dedicate a significant amount of time each week for our course.

Contact your Instructor as soon as possible if you are having any issues.

Late work policy:

- I encourage you to submit your work on time. This is for yourself as well as for your classmates. We have a lot of engagement in our assignments in this course and it is important to get your work in on time. Submitting late work often results in a loss of the peer-review points that can only be credited on time.
- Instructor feedback will always be provided, but can only be promised on timely assignments. This is about mutually respecting one another's time and labor.
- The last day to submit any late assignments is Friday of Week 7. No late assignments will be accepted towards your grade after this date.
- All that said, life happens. Please communicate. I can not emphasize this enough. If you know that an assignment will not be handed in on time and it is before our late work deadline (Friday of Week 7), tell me. I encourage you to write an email that says something like this:
 - Hi Sonya,
I would like you to know that my assignment is going to be late and I will be handing it in on _____(insert day/time). If anything changes, I will let you know about it.
Best,
Student

Absence/Presence Policy:

- Attending all classes is correlated to student success. What does attendance look like in an asynchronous online course? It looks like logging in multiple times a week.
- There is much research about the importance of this correlated to student success. This is why we have an absence/presence policy in our course. Missing the equivalent of two and a half weeks in this course results in not being able to pass. I will include this message in the welcoming video as it comes up with roughly one student per term.
- In other words, it is not possible to pass this course if you disappear for a time period and then dump assignments all at once by the late assignment deadline of the end of Week 7. Please remember this is your late assignment deadline and no late assignments will count towards your grade past this date.
- Rushing through the material and attempting to “assignment dump” impedes one’s own learning and affects other classmates as well as there is peer interaction in this course. It also shows the low quality of the work. There are many metrics on Canvas available to instructors and my hope is to never look at them! The films, lectures, and discussions we engage with in class are crucial to your participation in the course as well. Please know that communicating with your instructor is important. These policies are in place to help all of us engage in a healthy online learning environment.

Statement on Digital Divide:

LBCC is here to help you access resources you might need for your course such as computer loans, broadband, hotspots, etc.

<https://libhelp.linnbenton.edu/subjects/covid19#tab-1>

Statement on Academic Dishonesty:

As a college student you will be held to the highest standards regarding academic integrity. Academic dishonesty includes: cheating (the intentional use of unauthorized materials, information, or study aids); fabrication (falsification or

invention of any information); assisting (helping another commit an act of academic dishonesty); tampering (altering or interfering with evaluation instruments and documents); and plagiarism (intentionally or knowingly representing the words or ideas of another person as one's own). At the discretion of the instructor, engaging in academic dishonesty risks will absolutely result in a zero on the dishonest assignment and risks failing the entire course

Students in need of accommodations :

Accommodations are a collaborative effort between students, faculty, and staff. Please meet with your instructor during the first week of class if you have a documented disability and need accommodations. Your instructor needs to know this from you in order for you to best be accommodated. If you think you may need accommodation services please contact Center for Accessibility Resources (CFAR): 541-917-4789. <https://www.linnbenton.edu/cfar>

Basic Needs Statement:

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Single Stop Office for support (SinglestopatLBCC@linnbenton.edu, 541-917- 4877, or visit us on the web www.linnbenton.edu under Student Support for Current Students). Our office can help students get connected to resources to help.

LBCC Comprehensive Statement of Nondiscrimination:

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. For further information see Board Policy P1015 in our Board Policies and Administrative Rules. Title II, IX, & Section 504: Scott Rolen, CC-108, 541-917-4425; Jill Childress, WH-215, childrj@linnbenton.edu, LBCC, Albany, Oregon. To report: linnbenton-advocate.symplicity.com/public_report

Course Requirements & Grades:

All of these are outlined and gone over together in our course. Nothing to get overwhelmed with now, but also good to know.

Most assignments in the course are due on Friday by midnight (Pacific Standard Time). For assignments that include course discussion, commenting on your peer's work is due by the end of the day on Sunday. You will have to remember to engage with your peers in a lively, respectful discussion as it is central to succeeding in this course.

Your assignments will be neatly laid out for you under each week tab. Each day that you log in to complete our week's work, always start by working your way through each module. I am always here to answer any questions you may have.

Grading Scale:

(If you end with an 89.5%, I round up to an A. 79.5% becomes a B, etc.)

A= 90-100 %
B= 80-89 %
C= 70-79 %
D= 60-69%
F= 59% or below

Weight of grading:

Week 1 Introduction and Reflection (video)	= 6 pts
News Analysis (nine total @ 1.5 pts each, review @ 1.5 each)	= 27 pts
Week 10 Final Personal Reflection Analysis	= 10 pts
Research Teaching Project (topic @ 3 pt, rough draft @ 4 pts , peer review @ 8 pts, final video @ 10 pts)	= 25 pts
Rated R for Racism Writing Assignment	= 16 pts
Final Reflective Exam	<u>= 16 pts</u>
Total	= 100pts

News Analysis Assignment (27 points)

- Each week throughout the term, students will follow current media stories pertaining to sociology. There are many Web-based news services that you can use, some of which include: The New York Times, CNN, BBC News, National Public Radio, The Economist, National Geographic, The Guardian, The Smithsonian, The Washington Post, etc. After you submit your report (approximately 300 words) you are required to peer review three of your classmates' analysis. The peer review is due Sunday by midnight, Your news analysis is due Friday by midnight. 1.5 points per each report and 1.5 points for being a participatory educator.
- The news analysis in week 10 (Final Personal Reflection Analysis) will be a reflective news analysis, summarizing what you analyzed, what you learned and how you will apply that sociologically to your life and world.

Research Teaching Project (25 points):

- You will have the opportunity to become an expert on your chosen topic and teach it to your group members.. You will choose your topic in Week 2 and submit that topic at the end of the week. You will create your teaching project and submit your rough draft presentation on Sunday of Week 5. This rough draft will be peer-reviewed by the following Sunday in Week 6. You will have two weeks to improve upon the peer review and create a video presentation and upload a copy of your presentation, along with your notes and/or lesson plan into Moodle by the Sunday of Week 8. I will assign each student the paper they will peer-review in Week 5 and the review will be due by the following week, Sunday of Week 6. You will become the expert as you will get to choose your own research question, find answers to it, and develop a creative way to teach it.

The Motion Picture Rating Assignment (16 points)

- Your assignment is to write an essay 3 to 5 pages in length (APA format). You will create new film rating guidelines that help people identify all of the following: racism, sexism, classism, and heteronormativity (fully define your concepts). Choose a relatively popular film to reevaluate using your

guidelines and in the essay discuss how you have applied the new rating guidelines. From a sociological perspective, utilizing what you have learned in this class, explain why it might be important to identify racism, sexism, classism, and heteronormativity in films.

Final Reflective Exam (16 points)

- This is one of the easier final exams you will prepare for in your college career. However, I encourage all of you to treat this final reflection with utmost care and consideration as it is a metacognitive summation of your learning in this course.

One more point of emphasis: the syllabus for the course is understood as a contract between us and we are both accountable to it. However, due to the changing world we live in, I reserve the right to modify the syllabus with class input. However, modifications will rarely be additions to the syllabus but more revising and extending our timeline based on our experiences, learning, and growth together.

SOC 204 Course Content:

Week	Readings	Activities/Assignment
Week 1	Textbook ~ Chapter 1 Introduction to Sociology	News Analysis (NA) #1 due on Friday Review of 3 peer's NA due on Sunday Personal Reflection due on Sunday
Week 2	Textbook ~ Chapter 2 Social Theory and Chapter 3 Sociological Research/Methods	NA # 2 due on Friday Review of 3 peer's NA due on Sunday

		Submit Topic for Research Teaching Project due on Sunday
Week 3	Textbook ~ Chapter 4 Socialization and Interaction	NA # 3 due on Friday Review of 3 peer's NA due on Sunday
Week 4	Textbook ~ Chapter 5 Networks, Groups, and Organizations.	NA # 4 due on Friday Review of 3 peer's NA due on Sunday
Week 5	Textbook ~ Chapter 6 Culture	NA # 5 due on Friday Review of 3 peer's NA due on Sunday Research Teaching Project Rough Draft due by Sunday
Week 6	Textbook ~ Chapter 7 Deviance, Crime, and Social Control	NA # 6 due on Friday Review of 3 peer's NA due on Sunday Peer Review of Research Teaching Project Rough Draft due by Monday
Week 7	Textbook ~ Chapter 8 Social Stratification and Class	NA # 7 due on Friday Review of 3 peer's NA due on Sunday

		<p>Weekly Response to Reflection due on Sunday</p> <p>Any late assignments due by Friday</p>
Week 8	<p>Textbook ~ Chapter 9 Gender: Identities, Interactions, and Institutions</p>	<p>NA # 8 due on Friday</p> <p>Review of 3 peer's NA due on Sunday</p> <p>Final Research Teaching Project Video due on Friday</p>
Week 9	<p>Textbook - Chapter 10 Sexuality</p>	<p>NA # 9 due on Friday</p> <p>Review of 3 peer's NA due on Sunday</p> <p>Motion Picture Rating Assignment due by Friday</p>
Week 10: Finals	<p>Textbook ~ Chapter 11 Race and Ethnicity</p>	<p>NA # 10 (Final reflective analysis) due on Friday</p> <p>Final Reflective Exam due by Friday of Finals week</p>