**SOC 205 - Institutions and Social Change (3 CR)**

**Format:** Hybrid Face-to-Face (**Meet Thursdays** 1:00 - 2:20 pm in RCH 213)

Winter 2023 Syllabus CRN = 30057

Instructor: Rob Molinar Email: molinar@linnbenton.edu

**In-Person Student Drop-in Hours (SSH 105)**: = Tuesdays 11:45 a.m. - 1:30 p.m., and by Appointment

**Virtual** **Drop-in Hours** = Wednesdays 10:30 - 11:45 a.m. , and by Appointment

WRITE DOWN and BRING QUESTIONS on readings to class every Thursday.

**LB Email**: Please check your Linn-Benton email accounts regularly, as these addresses will be how I communicate with you throughout the term.

**Covid-19 Statement**: Please try and come from a place of caring for yourselves and one another. Masks are not required, but are welcome if you choose to wear one.

**Digital Divide and Digital Literacy**

If you qualify, it’s possible to get help paying for part of your internet bill ($30/mo. off, or $75/mo. off if on tribal land): <https://www.fcc.gov/broadbandbenefit>

This document, in Aviso, details how to purchase, rent, or borrow computers at LBCC: <https://docs.google.com/document/d/1vHtaMqeT-KSM0lVnXei5d-k2ue4I9-JTNDr2jYPFnKc/edit?usp=sharing>

**Our Textbook** ^-- Referred to in our **course calendar** below as F&S.

Ferris, Kerry, and Jill Stein. 2022. *The Real World: An Introduction to Sociology*

(8th Edition). New York: W.W. Norton Inc.

\*THIS BOOK IS AVAILABLE FOR 2-HR. CHECKOUT IN LBCC’S LIBRARY RESERVES

The eBook, as well as other publisher resources, must be accessed **through Moodle, NOT** through the publisher (Norton)**.** Since this class has “Direct Digital Access,” you should be able to go to Moodle and begin reading your textbook online once I make the course available. You should also have access to resources such as **InQuizitive (the weekly quizzes that are worth points)**. In Moodle under Textbook and (Accessing/Using) InQuizitive, click the link “VIDEO: How to Access InQuizitive”.

Almost every week you will take chapter quizzes, called “InQuizitive.” To actually take each quiz, click the InQuizitive link shown in Moodle under the week that it is due (Week 1, Week 3, etc.). Norton resources also include chapter outlines, key term quizzes, and review quizzes (although they are particular to the last edition of our textbook). While these resources are helpful for knowledge and study purposes, they do NOT count as part of your grade. **NOTE**: Getting a grade in InQuizitive does not always translate well to Moodle. When in doubt, ask me about your grade.

**Course Description**, from Course Catalog:

Sociological study of the dynamic organizational nature of society through analysis of social change and major social institutions such as family, education, religion, the economy and political systems.

**Further Description of this course**: This course is in many ways a continuation of SOC 204, including use of the same textbook. In another book, *Inside Sociology*, Hughes and Kroehler define social institutions as “the primary social structures that organize, direct, and execute the essential tasks of living”(2007: 215). In other words, all societies must stay “alive” and reproduce themselves. How do societies do that? Through “institutions” of course. Societies need to reproduce their species, and they do it through the institution of The Family. Societies need to produce food, and other goods and services, done through the institution of The Economy. For its people, societies must have answers for the ultimate meanings in life, and to make sense of an afterlife. For this we turn to the institution of Religion. And so on. Institutions are larger than individuals, and are part of the “social structure” that shape our lives. However, our everyday interactions also create and recreate those institutions that affect us. For example, the education system is larger than us and seems to function independently. But education is also made up of all the interactions that sustain it on a daily basis, including administrators carrying out policies, teachers teaching, students attending classes, etc. In this class, with a focus on the U.S., we will examine social institutions and the processes that create change in society, all while examining how class, race, gender, and other inequalities cut across and are embedded in institutions.

**Learning Objectives**, from Course Catalog. Students will:
1. Describe and discuss the role of modern social institutions in shaping our lives.

2. Analyze the extent of ethnic, racial, and gender inequalities in modern society

3. Critically analyze sociological theories on family (Ch. 12), religion (Ch. 10), politics (Ch. 10), economics (Ch. 11), and education (Ch. 10).

4. Describe and discuss the processes that contribute to social change in modern society (especially Chs. 15 & 16).

**ATTENDANCE**: In general, I expect you to be in class so we can learn together and you can get the most out of this course. Communication is important to me when you must be absent. I will count attendance toward participation, using it as a way to “bump up” a grade for students who are close to the next grade.

**GRADING / Scale** Each point equals one percent of your overall grade, up to 100 points/%. 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:

InQuizitive (First two @ 2 pts. each, Last six @ 1 pt. each) = 10 pts.

Data Workshops (Five @ 10 pts. each) = 50 pts.

 and Assignments

Exams (Two @ 20 pts. each) = 40 pts.

**TOTAL** =100 pts.

*InQuizitive Quizzes* **- Due Thurs. each week by 11:59 p.m.** Each InQuizitive assignment covers one chapter of *The Real World*, and we cover chapter 1 (as a review), and 10-16. For completing Chapters 1 and 10 in InQuizitive, you earn 2 points/percent each. For each completed chapter thereafter, you earn one point/percent of your overall grade. Use the InQuizitive link under each week of Moodle. How do I get full credit? Answer **at least 20 questions** for each chapter. InQuizitive will tell you that “you’ll receive a grade of 100% if you reach [1500 points]...” However, you only need that 20-question minimum for 100%. You might not see your full points in Moodle until I change your score.

*Data Workshops / Assignments* – **Due Fridays to Moodle by 11:59 p.m.** There are five of these. Each assignment has a specific due date (Weeks 3-5, 8, and 10). The writing requirements for each assignment differ, but on average will be **approx. one page**, **single**-spaced. These workshops give you practice on how sociologists collect and analyze data, or theorize about the social world.

*EXAMS*: Our **first exam**, taken in Moodle, will be **during Week 6** on Chapters 1, and 10-12. Our **second exam** will be **in person** during **finals week** on Chapters 13-16. Each exam is mostly multiple choice with at least two short essays. Study guides will be given approximately one week ahead to direct your preparation.

**Expectations of Students / Classroom Environment:**

(1) Plan to *finish all assigned reading and InQuizitive quizzes* for each week by or before Thursday nights.

(2) *Bring questions* from readings *to class* every Thursday. This includes questions about theories, concepts, certain paragraphs, or even access to materials.

(3) *Work toward understanding the material*, rather than trying to comprehend *“everything”*. Trust your unique insights and give the reading a chance for your own interpretation. Keep notes of your reactions and write down questions to ask as you read (ask me, post in Q&A Forum, etc.). In addition to old-fashioned pen and paper, you can highlight and create notes in your eBook. To help make sense of the material, consider class time (lectures, class discussion, activities), the process of doing your assignments, and each other as resources.

(4) *On Time or Late Assignments***:** I expect you to turn in assignments by due dates shown on this syllabus and in Moodle, which should match. If you miss the exam OR are ***over three days late*** on a graded assignment, you could earn a zero or very low grade. However, unforeseen or harsh circumstances will be considered.Communicate with me as early as possible if an assignment will be late.

***ACADEMIC INTEGRITY****:* Students at Linn-Benton Community College are responsible for pursuing their studies with honesty and fairness, and in a manner that respects the rights and dignity of others. All of us are expected to uphold the value of academic integrity, refraining from acts of dishonesty or cheating. Academic dishonesty includes, but is not limited to, forgery, changing or misuse of college documents and records of identification, cheating, plagiarism, aiding or abetting cheating or plagiarism, knowingly furnishing false information to the college, or copying college software. For a student who violates academic integrity, disciplinary action may first be taken by me, which includes a failing grade on an assignment/exam or the course. I will also report the matter to the Manager for Student Conduct and Retention, and the College may take further disciplinary action under the [Student Rights, Responsibilities, and Conduct Code](https://www.linnbenton.edu/about-lbcc/administration/policies/board-policies-and-administrative-rules/7000-series-student-services/ar-7030-01.php).[[1]](#footnote-0)

***ACCOMMODATIONS / ABILITIES***:You may need accommodations due to documented\* disabilities, have medical information that I should be aware of, or need special arrangements in an emergency. **Please speak with me about these needs** during the first week of class or as soon as possible, whether you are or are not registered with the Center for Accessibility Resources (CFAR). Visit the CFAR website at www.linnbenton.edu/cfar for steps on how to apply for services or call 541-917-4789*.*

\*Linn-Benton CC takes a “social model” approach to disability, which means that a disability is “documented” if you provide a detailed self-report of what barrier(s) you are facing and how long this has gone on.

***OTHER HELPFUL STUDENT RESOURCES (Remote and in person)***: Besides your instructor, some helpful resources offered to help students succeed are: Writing Support, Math Support, Academic Coaching, First Resort, the Student Help Desk, Advising Center and Counseling Services, Library Services, and the International Student Office. Please reach out if you are struggling in this or any of your classes.

***NO SHOW DROP***:I can drop students who do not attend or contact me by the start of the second-class session (For our purposes this will be 2:30 on Thurs. Jan. 12 or later). If you are dropped, you automatically receive an email with information about this change to your schedule. If a student is here on a visa or receiving veteran assistance or financial aid, then those offices will be notified as well*.*

**CALENDAR - Happy New Year!**

WEEK 1: Jan. 9 - 15

Topic: Review of the sociological perspective and theories (Ch. 1), plus how institutions shape our lives

**Read**: Ferris & Stein (F&S) Chapter 1 Sociology and the Real World

**Due**: InQuizitive Ch. 1 Thur. Jan. 12 by 11:59 p.m.

Mon. Jan. 16 MLK Jr. Holiday Observed - NO CLASSES

Tues. Jan. 17 at 12:00 noon= Last day to add/drop this course, and charge to Fin. Aid

WEEK 2: Jan. 16 – 22

Topic: Politics (Ch. 10)

**Read**: F&S Chapter 10, pp. 272 - 288, up to “What Is Education?”

WEEK 3: Jan. 23 - 29

Topics: Education and Religion (Ch. 10)

**Read**: F&S Chapter 10, pp. 288-305

**Due**: InQuizitive Ch. 10 Thur. Jan. 26 by 11:59 p.m.

**Data Workshop Due Fri. Jan. 27** - Measures of Religiosity (From F&S p. 303)

WEEK 4: Jan. 30 - Feb. 5

Topic: Economics and Work (Ch. 11)

**Read**: F&S Chapter 11

**Assignment Due Fri. Feb. 3**: Marx’s Labor theory of value and alienation

WEEK 5: Feb. 6 - 12

Topic: Economics and Work cont… (Ch. 11)

**Read**: Continue F&S Chapter 11

**Due**: InQuizitive Ch. 11 Thur. Feb. 9 by 11:59 p.m.

**Data Workshop Due Fri. Feb. 10**  From p. 331, “Are Your Clothes Part of the Global Commodity Chain?”

WEEK 6: Feb. 13 - 19

Topic: Families and Relationships (Ch. 12)

**First Exam** open in Moodle from Thur. Feb. 16 @ 2:30 p.m. until Fri. Feb. 17 @ 11:59 p.m.

**[Still] Due**: InQuizitive Ch. 12 Thur. Feb. 16 by 11:59 p.m.

Sun. Feb. 26 = Last day to withdraw with “W”

WEEK 7: Feb. 20 - 26

Topic: Leisure and Media (Ch. 13)

**Read**: F&S Chapter 13

**Due**: InQuizitive Ch. 13 Thur. Feb. 23 by 11:59 p.m.

WEEK 8: Feb. 27 - Mar. 5

Topic: Health and Illness (Ch. 14)

**Read**: F&S Chapter 14

**Due**: InQuizitive Ch. 14 Thur. Mar. 2 by 11:59 p.m.

**Data Workshop Due Fri. Mar. 3**: From p. 413 Content analysis of a disease depicted in a medical TV series (You can go outside of the U.S. as long as you document the TV series and give context) and compare with the disease’s epidemiology. Answer Qs on p. 414.

WEEK 9: Mar. 6 - 12

Topic: Institutions and Social Change; Populations, Cities, and Environment (Ch. 15)

**Read**: F&S Chapter 15

**Due**: InQuizitive Ch. 15 Thur. Mar. 9 by 11:59 p.m.

WEEK 10: Mar. 13 - 19

Topic: Social Change and Social Movements (Ch. 16)

**Read**: F&S Chapter 16

**Due**: InQuizitive Ch. 16 Thur. Mar. 16 by 11:59 p.m.

**Data Workshop due Fri. Mar. 17**: Select and analyze an Activist Group (adapted from pp. 467-68)

WEEK “11”: **Second / Final Exam** ***In-Person***, Tues.. Mar. 21, 2:30 - 4:20 p.m. in our regular classroom.

1. Component 6. [↑](#footnote-ref-0)