**SOC 204 - Introduction to Sociology (3 CR)**

Winter 2023 Syllabus CRN = 31633

**Class Meets In-Person: Tues & Thur., 10:00 – 11:20 a.m. [In RCH 213]**

Instructor: Rob Molinar Email: [molinar@linnbenton.edu](mailto: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

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

**Digital Divide and Digital Literacy**

If you qualify it’s possible to get some help paying for part of your internet: <https://www.fcc.gov/broadbandbenefit>

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

**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 Objectives**, from Course Catalog. Students will:   
1. Demonstrate a sociological understanding of historical and cultural contexts of social events.

2. Describe core sociological theories and processes

3. Find applications for sociological theories and concepts in your own lives.

4. Use the scientific method to examine our social world.

5. Demonstrate a critical perspective of social conditions.

**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. or Week-long Checkout In LBCCs Library Reserves

**KEEP IT?** ^ For students who might take SOC 205, Institutions and Social Change (offered in Winter only), we use the same book. SOC 205 covers chapters 10-16.

The eBook and other publisher resources must be accessed **through Moodle, NOT** through the publisher (Norton)**.** You already purchased the book and resources when you enrolled, since this class has “Direct Digital Access” (DDA). So you can go into our Moodle page for SOC 204 and scroll down to the “Video: How to Access InQuizitive” link.

Again, the weekly quizzes that you take for points on each chapter are called “InQuizitive”. To actually do each quiz, click the InQuizitive link shown in Moodle under the week it is due (Week 1, Week 2, etc.). **NOTE**: The way I grade each InQuizitive chapter and the grade you actually see are sometimes different, until I update the grade in Moodle. When in doubt, ask me about your grade.

**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. BUT PLEASE STAY HOME IF YOU ARE SICK OR THINK YOU ARE GETTING SICK. Communication is important to me when you must be absent. I will count attendance toward participation, using participation as a way to “bump up” a grade for some students who are close to the next grade.

**GRADING\*\***:

\*\***NOTE**: **There are 100 points total in this class**. Each point is worth 1 percent of your overall grade.

**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:

* InQuizitive Quizzes (One @ 2%, Eight @ 1% each)...……………………….……...10%
* Theory and/or Methods Assignments (Five @ 10% each).................................50%
* Exams (Two @ 20% each)…………….…………………………………….………………..40%

**TOTAL** 100%

ASSIGNMENTS BREAKDOWN – **Also see Course Calendar on pp. 6-7.**

*InQuizitive Quizzes* **- Due Thurs. each week by 11:59 p.m.** Each InQuizitive assignment covers one chapter of *The Real World*, and we cover chapters 1-9. For completing Chapter 1 InQuizitive, you earn 2 points/percent. For each completed chapter thereafter, you earn one point/% of your overall grade. How do I get full credit? Well, you must 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] before the due date.” However, you only need that 20-question minimum for 100%. You won’t see your full points in Moodle until I change your score, unless you end up getting that 1,500 points or more.

*Theory and/or Methods Application Assignments* – (**Due Fridays to Moodle by 11:59 p.m, but see Table below for an exception Week 3).** These assignments focus mostly on Sociological Theory (T) and on Research Methods (M) that sociologists use. Everyone will do the same three of these, then select two from five other possibilities (Total = 5). You will have each assignment several days in advance. The writing requirements for each assignment differ, but on average will be **approximately one page**, **single**-spaced. One of these assignments is a group activity done in class during Week 3, where each group summarizes one part of an outside reading, and presents it to the class, creating a collective understanding of that reading.

| **Every student does THESE 3**: Assignment Due Date | | |
| --- | --- | --- |
|  | C.W. Mills: Sociological Imagination (T) | Fri. Week 1 |
|  | Pager’s “Mark of A Criminal Record” article (M) | Fri. Week 2 |
|  | P. H. Collins and Intersectionality (T) | Thur. Week 3, in-class activity |
| **Then each student CHOOSES 2 of these**: | | |
|  | Field Notes (M) | Fri. Week 2 |
|  | Ethnomethodology--  Garfinkel (M) | Fri. Week 4 |
|  | Weber’s Irrationality of Rationality (T) | Fri. Week 5 |
|  | Am. Dream Content Analysis (M) | Fri. Week 7 |
|  | Marx: Class and Conflict (T) | Fri. Week 8 |

*Exams* – There are two exams, which take place on the days specified in our course calendar. The first exam (**Week 6**) will contain a combination of multiple-choice and short essay or description questions. The first exam covers Chapters 1-5, as well as the Collins reading from Week 3. Our second exam, which is not cumulative and serves as your final (**Finals Week**), will involve two essays and consist of 40-50 questions on Chapters 6-9. Study guides will be given one week ahead of time in order to focus your preparation.

**IDEAL for SUCCESS:** Having success in this class comes with setting aside approximately four-to-six hours for every week of class, which means regulating your time. I do not assume that comes easy for everyone, and having access to resources is real. My expectation, still, is that you will engage as much as possible in this course. Engagement does not just mean completing assignments and speaking out in class. It also means listening to others and communicating where you are struggling or letting me know how the course is (or is not) going for you.

**Expectations of Students / Classroom Environment:**

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

(2) *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.

(3) *Guidelines for sharing and asking questions*: To have a richer classroom experience, we will set some ground rules for discussion early in the term. Also, try to keep comments and questions relevant to the material we are discussing. If your thought or question is off-topic or different from our current conversation, please write it down and ask me after class, via email, or during student drop-in hours. Feel free to kindly call me or your peers out to bring the conversation (or lecture) back to the topic at hand (e.g., “Let’s get back on track.”)

(4) *Your experiences and perspectives are valuable*, and are resources for collective learning. During class, share what you can. I realize that sharing personal experiences can be more intense for some people than others. Still, I hope this class reflects both individual participation and a shared experience of inquiry.

(5) *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 hard 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. Accommodations can include extra time on tests, arrangements for late assignments, and many more. Please speak with me about these needs during the first week of class or as soon as possible, whether you are or are not already 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 feeling and how long this has gone on.

***OTHER HELPFUL STUDENT RESOURCES (Available in-person and remotely)***: Besides your instructor, some helpful resources at LBCC 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 (11:30 a.m. 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*.*

**COURSE CALENDAR**

***Minor changes*** to this syllabus, such as required reading, ***will be communicated through Moodle and/or your Linn-Benton email address***.

**NOTE:** *F&S* refers to readings in our textbook. Any outside reading in this calendar is shown with the author’s name and topic. Any outside reading will be available in your Moodle Shell during the week in which it appears in this calendar.

WEEK 1: Jan. 10 and 12:

**Read**: F&S Chapter 1, “Sociology and the Real World”

**Due:** InQuizitive Ch. 1 Quiz (answer at least 20 questions for full credit) - Thur. Jan. 12 by 11:59 p.m.

**Due for All:** **Theory Application Assignment**: “Sociological Imagination” -- Fri.

Jan. 13 by 11:59 p.m.

Mon. Jan. 16 = MLK Jr. Holiday (No classes)

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

WEEK 2: Jan. 17 and 19:

**Read**: F&S Chapter 2, “Studying Social Life: Sociological Research Methods”

**Due** InQuizitive Ch. 2. Thur. Jan. 19 by 11:59 p.m.

**Due for All: Methods Application Assignment**: Pager’s “Mark of A Criminal Record”. Fri. Jan. 20 by 11:59 p.m.

***Due Date Methods Application*:** “Field Observation” (adapted from Data Workshop on pp. 45-46) — Fri. Jan. 20 by 11:59 p.m.

WEEK 3: Jan. 24 and 26:

**Read**: F&S Chapter 3, “Culture”

**Read also**: Patricia Hill Collins piece on Race, Class, and Gender

**Due for All**: **Theory Application:** “Group Narratives on Intersecting Identities” Activity -– Jan. 26 IN CLASS (Based upon Collins reading).

**Due** InQuizitive Ch. 3 Quiz - Thur. Jan. 26 by 11:59 p.m.

WEEK 4: Jan. 31 and Feb. 2:

**Read**: F&S Chapter 4, “Socialization, Interaction and the Self”

**Due** InQuizitive Ch. 4 Quiz - Thur. Feb. 2 by 11:59 p.m.

***Due Date Methods Application***: “Ethnomethodology” (Garfinkel) -- Fri. Feb. 3, by 11:59 p.m.

Tues. Feb. 7 = First Exam Study Guide given

WEEK 5: Feb. 7 and 9:

**Read** – F&S Chapter 5, “Separate and Together: Life in Groups”

**Due** InQuizitive Ch. 5 Quiz - Thur. Feb. 9 by 11:59 p.m.

***Due Date Theory Application***: “Weber’s Irrationality of Rationality” -- Fri. Feb. 10 by 11:59 p.m.

WEEK 6: Feb. 14 and 16:

**EXAM #1** Tues. Feb. 14 (IN CLASS)

**Read**: F & S Chapter 6, “Deviance”

**Still Due** InQuizitive Ch. 6 Quiz - Thur. Feb. 16 by 11:59 p.m.

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

WEEK 7: Feb. 21 and 23:

**Read**: F&S Chapter 7, “Social Class: The Structure of Inequality”

**Also Read**: Davis and Moore “Some Principles of Stratification”

**Due** InQuizitive Ch. 7 Quiz - Thur. Feb. 23 by 11:59 p.m.

***Due Date Methods Application***: “Class and the American Dream” (media reflection / partial content analysis) - Fri. Feb. 24 by 11:59 p.m.

WEEK 8: Feb. 28 and Mar. 2:

**Read**: Cont…F&S Chapter 7, and from pp. 208 - 222 in F&S Chapter 8, “Race and Ethnicity as Lived Experience” (Read up to “THEORETICAL APPROACHES…”)

**Due** InQuizitive Ch. 8 Quiz - Thur. Mar. 2 by 11:59 p.m.

***Due Date Theory Application***: “Marx and Class Conflict”-- Fri. Mar. 3 by 11:59 pm.

WEEK 9: Mar. 7 and 9:

**Read**: Second half of F&S Chapter 8, “Race and Ethnicity as Lived Experience”

NO InQuizitive Due

Tues. Mar. 14 = Second/Final Exam Study Guide given

WEEK 10: Mar. 14 and 16:

**Read**: F&S Chapter 9, “Constructing Gender and Sexuality”

**Due** InQuizitive Ch. 9 Quiz - Thur. Mar. 16 by 11:59 p.m.

FINALS WEEK: Mar. 20 - 24:

**FINAL** / **EXAM #2:** Tues. Mar. 21, 9:30 - 11:20 a.m., in our regular classroom

(NOTE: Start time is earlier than usual class)

1. Component 6. [↑](#footnote-ref-0)