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

**Format:** Virtual / Hybrid(**Meet via Zoom Thursdays** 1:00 - 2:20 pm)

Winter 2022 Syllabus CRN = 30057

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

**In-Person Student Drop-in Hours**: = Tuesdays 12:30 - 2:15 p.m. (In SSH 105)

**Virtual** **Drop-in Hours** = Fridays 2:00 - 3:15 p.m. via Zoom

**Recorded Meetings:** I plan to record all of our Thursday class sessions on Zoom. Also, 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. Vaccines are encouraged, although this is both a political and public safety issue. When on campus, masks over your nose and mouth are required. Free paper masks will be available on campus in case you forget yours.

**Digital Divide and Digital Literacy**

This winter “Zoom rooms” are available on campus. And while not a guarantee, it’s possible to get help paying for internet: <https://www.fcc.gov/broadbandbenefit>

This document, also in Aviso, summarizes how to purchase, rent, or borrow computers: <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. 2020. *The Real World: An Introduction to Sociology*

(7th 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 toward the top, click the link “How to Access InQuizitive”. This process should be straightforward.

Almost every week you will take chapter quizzes, which are under the resource called “InQuizitive.” 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. 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 (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**: Total points in this course: 100 points. Each point equals one percent of your overall grade.

**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:

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

Data Workshops (Choose 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 by 11:59 p.m).** You will choose five of these, out of six possibilities. Or you may complete all six and I will drop the lowest grade. Each assignment has a specific due date (Weeks 3-5, and 8-10). 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** will be **during Week 6** on Chapter 1, and 10-12. Our **second exam** will be 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) *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 discuss. If your thought or question is off-topic 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.”)

(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 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/or 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. 6 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. 3 - 9

**Class Zooms Thur. Jan. 6** Topic: Review of the sociological perspective and theories (Ch. 1), and how institutions shape our lives

**Read**: Chapter 1 Sociology and the Real World

**Due**: InQuizitive Ch. 1 Thur. Jan. 6 by 11:59 p.m.

Mon. Jan. 10 at 12:00 noon= Last day to add/drop this course, and charge to Fin. Aid

WEEK 2: Jan. 10 – 16

**Class Zooms Thur. Jan. 13** Topic: Politics (Ch. 10)

**Read**: F&S Ch. 10, pp. 270 - 286

Mon. Jan. 17 MLK Jr. Holiday - NO SCHOOL

WEEK 3: Jan. 17 – 23

**Class Zooms Thur. Jan. 20** Topic: Education and Religion (Ch. 10)

**Read**: F&S Chapter 10, pp. 286-304

**Due**: InQuizitive Ch. 10 Thur. Jan. 20 by 11:59 p.m.

**Data Workshop Due Fri. Jan. 21** - Measures of Religiosity (From F&S p. 300)

WEEK 4: Jan. 24 - 30

**Class Zooms Thur. Jan. 27** Topic: Economics and Work (Ch. 11)

**Assignment Due Fri. Jan. 28**: Marx’s Labor theory of value and alienation

WEEK 5: Jan. 31 - Feb. 6

**Class Zooms Thur. Feb. 3** Topic: Economics and Work cont… (Ch. 11)

**Due**: InQuizitive Ch. 11 Thur. Feb. 3 by 11:59 p.m.

**Data Workshop Due Fri. Feb. 4**  From p. 330, “Are Your Clothes Part of the Global Commodity Chain?”

WEEK 6: Feb. 7 - 13

**Class Zooms Thur. Feb 10**  Topic: Families and Relationships (Ch. 12)

**First Exam** open from after class Thur. Feb. 10 to Fri. Feb. 11 @ 11:59 p.m.

**[Still] Due**: InQuizitive Ch. 12 Thur. Feb. 10 by 11:59 p.m.

Sun. Feb. 20 = Last day to withdraw with “W”

WEEK 7: Feb. 14 - 20

**Class Zooms Thur. Feb. 17** Topic: Leisure and Media (Ch. 13)

**Due**: InQuizitive Ch. 13 Thur. Feb. 17 by 11:59 p.m.

Mon. Feb. 21 Presidents Day - NO SCHOOL

WEEK 8: Feb. 21 - 27

**Class Zooms Thur. Feb. 24** Topic: Health and Illness (Ch. 14)

**Due**: InQuizitive Ch. 14 Thur. Feb. 24 by 11:59 p.m.

**Data Workshop Due Fri. Feb. 25**: p. 410 Content analysis of a disease depicted in a U.S. 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. 411.

WEEK 9: Feb. 28 - Mar. 6

**Class Zooms Thur. March 3** Topic: Institutions and Social Change; Populations, Cities, and Environment (Ch. 15)

**Due**: InQuizitive Ch. 15 Thur. Mar. 3 by 11:59 p.m.

**Data Workshop TBD Due. Fri. Mar. 4**: Demographic Transition Theory assignment OR Complete instructor-created Environmental survey (drawn from p. 443), with write-up, plus analysis of results in class

WEEK 10: Mar. 7 - 13

**Class Zooms Thur. Mar. 10** Topic: Social Change and Social Movements (Ch. 16)

**Due**: InQuizitive Ch. 16 Thur. Mar. 10 by 11:59 p.m.

**Data Workshop due Fri. Mar. 11**: Select and analyze an Activist Group (adapted from p. 465)

FINALS WEEK: Mar. 14 - 18 (Last day of regular classes)

**Second Exam** Open from Thur. Mar. 17 @ 7 a.m. to Fri. Mar. 18 @ 11:59 p.m.

1. Component 6. [↑](#footnote-ref-0)