In this course students analyze the influence of the social environment on behavior and social life using sociological theoretical perspectives. Components of social structure and social culture are critically examined through sociological theories and concepts including socialization, deviance, social institutions, and social change. Inequalities based on issues such as social class, race, ethnicity, gender, and age will also be analyzed.

Course Objectives:

1. Define and describe sociology as a field of study and distinguish it from other disciplines in the social sciences.

2. Explain and apply the sociological imagination as defined by C. Wright Mills.

3. Identify and describe key theoretical perspectives in sociology, including functionalism, conflict, and interactionism. Analyze the strengths and weaknesses of each perspective relative to a variety of social situational circumstances.

4. Identify and analyze prominent classic theorists in sociology, such as Karl Marx, Max Weber, and Emile Durkheim, as well as contemporary theorists, such as Peter Berger, George Ritzer, and Talcott Parsons and their contributions to the field of sociology.

5. Identify the six steps in the scientific method and distinguish between qualitative and quantitative research methods.

6. Evaluate the advantages and disadvantages of research methodologies sociologists use to gather and analyze data.
7. Articulate dimensions of material and nonmaterial culture, including norms, values, and symbols.

8. Classify and define micro and macro elements of social structure, including status, role, social groups, organizations, and institutions.

9. Identify agents of socialization and describe the process of socialization throughout the life course. Explain the “nature vs. nurture” debate and assess socialization theories of human development.

10. Define deviance and social control. Identify and apply theories used to explain deviant behavior.

11. Demonstrate an understanding of sociological concepts relating to social stratification and inequality.

12. Describe major social institutions and evaluate their impact on individuals and groups in American society. Discuss historical and contemporary changes in these institutions.

**Student Learning Outcomes:**

SLO#1 Sociological Theoretical Perspectives- Students will demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as functionalism, conflict theory, and interactionism to social scenarios.

SLO#2 Sociological Concepts- Students will define and demonstrate an understanding of sociological concepts, such as social structure, culture, socialization, deviance, and social stratification by applying them to social scenarios.

**ADA Statement:**

El Camino College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. A student with a disability, who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the Special Resource Center. To make arrangements for academic accommodations, contact the Special Resource Center.

Special Resource Center Website: [https://www.elcamino.edu/academics/src/](https://www.elcamino.edu/academics/src/)
Special Resource Center Phone: 310.660.3295
Student Code of Conduct:

http://www.elcamino.edu/administration/board/boarddocs/5500%20%20Academic%20Honesty.pdf

Student Rights and Grievances Procedure 5530:

http://www.elcamino.edu/administration/board/policies.asp

Required Readings

Kendall, Diana. Sociology in Our Times, 10th or 11th ed. United States: Cengage.

*Additional articles that you will be expected to read will be posted through our on-line course management system (etudes). You will need to download and print the articles. Please read the articles and bring the printed copies to class during the week that the article is assigned.

Required Materials

Four (4) scantrons 882-E and #2 pencils

Course Requirements

Students will be evaluated on the following: 1) Reading Quizzes 2) SLO quiz 3) In-Class Activities 4) In-Class Participation and 5) Exams.

In order to receive full credit for assignments, assignments must be turned in by the due date specified. Due dates will not be extended under any circumstances. If an assignment is turned in late, it will be deducted by 10% each day it is turned in late. There will be NO MAKEUP exams unless a formal document (e.g. doctor’s note) can be provided validating your absence on an exam date. In the event of a verifiable absence on an exam date, a different exam will be written and administered.
**Assessments**

In addition to exams and in-class participation, there will be two types of assessments that will contribute to your overall grade: 1) Quizzes (reading and SLO) 2) In-Class Activities

**Quizzes**

**Reading Quizzes**

You will take six reading quizzes that consist of multiple choice, true/false, fill in the blank, matching questions. Thus, reading the assigned readings is imperative.

You will be given approximately 10-20 minutes to complete the quiz and quizzes will be administered online through etudes.

Reading quizzes will be due by the Sunday evening before the reading is due. For example, your first reading quiz will be on the reading material for Culture and Society (week 5). The reading quiz will be opened on etudes during week 4 and will close on Sunday evening (Feb. 15).

**SLO Assessment**

You will take a short quiz aimed at assessing your knowledge of class concepts and/or the major theoretical ideas of the discipline as laid out in the Student Learning Outcomes. The quiz will consist of 10-20 questions and will be administered on-line through etudes.

**In-Class Learning Activities**

This class utilizes active learning pedagogical principles to facilitate students’ learning and understanding of class material. As such, students will have the opportunity work on various learning activities (e.g. worksheets, discussion questions, peer-teaching, etc.) in-class with the instructor’s guidance. These cutting-edge learning practices will provide a stimulating, engaging, fun, and memorable way to learn and comprehend the class material. Occasionally, in-class activities may be complete after class.

**In-Class Participation**

In-class participation will be measured through various mechanisms, such as active participation in class discussions (e.g. adding to discussions). Simply being in class and passively taking notes will not be sufficient to qualify for full in-class participation credit. This class requires active learning and participation. The course will be more efficient, effective and enjoyable if everyone arrives ready to attentively and actively engage with the course material, class mates, instructor, and class activities.
Exams

There will be four exams in this course. Exams may consist of true/false, matching, multiple choice, short answer, and/or essay questions. One or two of the exams may be administered online through etudes. When the exams are administered in class, you must arrive on time for the exams. If an emergency arises, you will be required to provide documentation (e.g. doctor’s note) to verify the reason for your absence. If a verifiable absence prevents you from arriving to class for an exam, a different exam will be written for you.

Course Points and Grade Detail

Scores for the assignments will be posted on etudes for you to view and keep track of for the duration of the course. The following are the point amounts assigned to each course requirement.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Participation</td>
<td>20</td>
</tr>
<tr>
<td>SLO Assessment</td>
<td>20</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>60</td>
</tr>
<tr>
<td>(6 quizzes at 10 points each)</td>
<td></td>
</tr>
<tr>
<td>In-Class Learning Activities</td>
<td>100</td>
</tr>
<tr>
<td>Exams</td>
<td>200</td>
</tr>
<tr>
<td>Exam #1 – 40 points</td>
<td></td>
</tr>
<tr>
<td>Exam #2 – 70 points</td>
<td></td>
</tr>
<tr>
<td>Exam #3 – 60 points</td>
<td></td>
</tr>
<tr>
<td>Exam #4 – 30 points</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>400 points</strong></td>
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</table>

Final Grade Cutoff Table

<table>
<thead>
<tr>
<th>Percent</th>
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<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 and up</td>
<td>360 and up</td>
<td>A</td>
</tr>
<tr>
<td>80</td>
<td>320 to 359</td>
<td>B</td>
</tr>
<tr>
<td>70</td>
<td>280 to 319</td>
<td>C</td>
</tr>
<tr>
<td>60</td>
<td>240 to 279</td>
<td>D</td>
</tr>
<tr>
<td>59 and down</td>
<td>236 and less</td>
<td>F</td>
</tr>
</tbody>
</table>
Course Calendar

Below you will find a course calendar that sketches out a general timeline that will guide class lectures, activities, assessments, and assignments. Please do not be alarmed if we deviate slightly from the schedule at various points in the semester. Please keep up with all reading assignments as laid out in this calendar regardless of the material covered in class. You will see that reading assignments are all listed under the first class of the week. It is best if you complete all reading assignments prior to the first class of the week. Finally, you will notice in parenthetical reference (ILR, RQ) during most weeks beginning in week 3. ILR is an abbreviation for In-Class Learning Activity and RQ is an abbreviation for Reading Quiz. Weeks where you see those abbreviations indicates the weeks where you can expect in-class learning activities and reading quizzes through etudes.

Week 1: Introduction - What is Sociology?
Jan. 18
Jan. 20 Class Introductions

Week 2: Foundational Theories and Theorists
Jan. 25 Read: Chapter 1 - The Sociological Perspective
Jan. 27

Week 3: The Methods and Science of Sociology (ILA)
Feb. 1 Read: Chapter 2 - Sociological Research Methods
Feb. 3

Week 4: Exam Week - #1
Feb. 8 Finish Remaining Lecture Material and Exam Review
Feb. 10 Exam #1 - The Foundations of Sociology: Theory and Methods

Week 5: Culture and Society (ILA, RQ)
Feb. 15 No School!
Feb. 17 Read: Chapter 3 - Culture
Body Ritual Among the Nacirema by Horace Minor
excerpt from Flat Broke with Children by Sharon Hays

**Week 6:** Socialization, the Self, and Identity Making (ILA)
Feb. 22
Read: Chapter 4 - Socialization
How to Prevent Gender Stereotypes at Home by Amy Joyce
Grocery Shopping, Ordering Whoppers, and Borat by Bradley Wright
Feb. 24

**Week 7:** Groups and Organizations (ILA, RQ)
Feb. 29
Read: Chapter 6 - Groups and Organizations
Bureaucracy: Resistance to Change and Adaptation by Janis Inniss
Poll Finds Americans, Especially Millennials, Moving Away From Religion by Tom Gjelten
Mar. 2

**Week 8:** Conformity, Deviance, and Crime (ILA)
Mar. 7
Read: Chapter 7 - Deviance and Crime
Rethinking Crime and Immigration by Robert Sampson
Mar. 9

**Week 9:** No School!! - Spring Break! Enjoy Your Break!
Mar. 15
No School!
Mar. 17
No School!

**Week 10:** Exam Week - #2
Mar. 21
Finish Remaining Lecture Material and Exam Review
Mar. 23
Exam #2 - Culture, Socialization, Groups, and Deviance

**Week 11:** Stratification and Class Inequality (ILA, RQ)
Mar. 28
Read Chapter 8 - Class and Stratification in the United States
Media Magic by Gregory Mantsios
Mar. 30
Week 12: Race and Ethnicity (ILA, RQ)
Apr. 4  Read: Chapter 10 - Race and Ethnicity
The New Jim Crow by Michelle Alexander

Apr. 6

Week 13: Sex, Gender, and Sexuality (ILA, RQ)
Apr. 11 Read: Chapter 11 - Sex, Gender, and Sexuality
Multiple Genders Among North American Indians by Serena Nanda

Apr. 13

Week 14: Exam Week- #3
Apr. 18 Finish Remaining Lecture Material and Exam Review

Apr. 20 Exam #3 - Social Inequality (Class Stratification, Race, Gender Inequality)

Week 15: The Family (ILA, RQ)
Apr. 25 Read: Chapter 15 - Families and Intimate Relationships
The Joys of Parenthood, Reconsidered by Robin Simon
Who Cares for America's Babies? By Janis Inniss

Apr. 27

Week 16: Education (ILA)
May. 2  Read: Chapter 16 - Education

May. 4

Week 17: Final Exam Week - #4 - We Made It!!
May. 9 Finish Remaining Lecture Material and Exam Review

May. 11 Exam #4 - Social Institutions (Family and Education)
Course Policies and Practices

My Role as Professor: As the professor, I will strive to provide a safe, interesting and stimulating environment for all students. I am extremely approachable – you can come to me with any questions and / or further discussion that piques your interest. I take my role very seriously and will help you learn the course material by providing educational lectures and organizing group discussions, and activities. To accommodate various learning styles I utilize various pedagogical tools in the lectures and activities, including use of traditional style lectures in combination with use of media, music, and hands-on applied assignments and class activities. I will push you to achieve at your fullest potential. I will provoke thoughtful and critical thinking and analysis and challenge you to apply a sociological imagination to your daily lives.

Your Role as Student: Your role is pretty straightforward. Come to class prepared. This means: do the readings by the dates they are due and turn in the assignments when they are due. Be an active reader: highlight important passages if it helps, take notes while you read if necessary, think about the readings in relation to your life and the world around you. After completing the reading assignments, come to class ready to participate in the discussions. This will be an ACTIVE class. I will provide the structure and organization, but you will only thrive if you participate in your own learning process and come prepared and ready to engage with the material and class in an active and lively way. If you have any questions or concerns, always feel free to approach me. It is important that if you have needs or concerns that you (not your parents, principal, counselor, friends, etc.) address your needs, interests and/or concerns directly with me. This is great practice for you down the road. In college, professors interface with their students!

Class Etiquette: Limit laptop usage to course notes and matters. Use of social media, texting, cell phones, etc. are prohibited in lecture; usage of these items will result in a reduction of your participation score. Remember when participating in class and group discussions to remain open minded and respectful so that each student feels safe to speak openly. As a group, we will develop rules that we will be held to and follow through the duration of the course to ensure optimal functioning of the class. However, in order for you to be successful as a student and me to be successful as the professor, you must not talk or text while I am lecturing. Talking may result in reduction of in-class participation points. If you want to talk, step outside the classroom!

Communication: Email is the official form of communication for all of my classes. It is the easiest way for you to reach me and for me to get in touch with you. I will send email regularly to your El Camino email address. Be sure you check it regularly or have your college email forwarded to your primary email address. I will usually reply to your message within 24-48 hours. If you do not receive a response from me 48 hours after you sent me your message, please email me again and/or follow up with me in person before/after class or during office hours.

Please check El Camino email for all class messages. Important announcements and class cancellations are sent via El Camino email addresses and it is the student’s responsibility to stay updated on class changes and happenings when announced via email.
Drop Policy: It is the student’s responsibility to withdraw officially from a course. However, due to enrollment demand, a student may be dropped by the instructor when he/she does not appear at the first class meeting.

Students are expected to attend class regularly. Students whose absences who exceed 10% of the scheduled class meeting times may be dropped by the instructor.

Online Learning System: Etudes is the online learning system used in this class. Be sure to log in regularly to check for important class announcements that may be posted through etudes.

Academic Integrity: Cheating and plagiarism will not be tolerated and cases will be treated seriously, including an automatic “0” on the assignment. If I find cheating or plagiarism of any sort you will get a zero and an incident report may be filed with the Dean of Students regarding the incident.

Late Assignments: In order to receive full credit for assignments, assignments must be turned in in-class by the due date specified. Due dates will not be extended under any circumstances. If an assignment is turned in late, it will be deducted by 10% each day it is turned in late.

Reading Assignments: You will notice in the calendar that many topics will be covered over two or more days. Your readings however, are due by the first day that we begin covering that topic in class. For example, you will see a group of readings that pertain to our discussion on culture. That cluster of readings is due on the first day that we begin covering culture in class.

Absences: It is the student’s responsibility to obtain notes from classmates when absent. The instructor does not send notes or email summaries of lectures missed due to absences. If you are absent, be sure to find out about any important announcements that were made during your absence by asking classmates or the instructor before/after class or during office hours.

Exam Policies: Exams must be taken at the day and time they are scheduled. If you miss an exam, you will need to provide documentation verifying that you were physically unable to get to class (e.g. doctor’s note). Phones and other electronic devices must be turned off during exams. Looking at cell phones and / or other electronic devices will be considered as cheating. Once the first exam is turned in, students who arrive late will not be provided an exam; thus will receive a zero on that exam. If an emergency prevents you from making it to the final exam, and you are able to provide documentation verifying the circumstances preventing your attendance, you will be given a different exam. Any documentation provided verifying excusable reason for absence, must be submitted to the instructor no later than one week (7 days) after the exam date. If documentation is not provided within 7 days, a makeup exam will not be provided and the points on that exam will be lost.

**I reserve the right to make amendments in assignments, exams, policies, and other components of this syllabus should the need arise at any point in the semester.