



Department of Sociology, Social Work, and Family Sciences
 SOC 101.3 Introduction to Sociology
 3 units

Fall 2017

Section / Meeting days and times: Section 3 / T, TH 11:00-12:15AM	Instructor title and name: Kevin F. Modesto, MATS, MSW, Ph.D.
Meeting location: RH 108	Phone: 619-849-2368 E-mail: kmodesto@pointloma.edu
Final Exam: Thursday, December 14, 2017, 10:30AM-1PM	Office location and hours: Rohr Hall #105 M,W 11:00 to 12:00; T-Th 10-10:30AM or by appointment

PLNU Mission: To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Student Outcome: To Learn ~ To Grow ~ To Serve

It is the desire of the Social Work program to support students in their life journey to learn, grow, and to serve. To this end, the Department of Sociology and Social Work has established Departmental and Program Mission Statements as follows:

Department Mission

As followers of Christ, our mission is to nurture servant scholars who critically and empirically evaluate social systems, cultural patterns, and basic human needs to constructively engage as agents of hope with individuals, families, and communities.

COURSE DESCRIPTION

Welcome to SOC 101! Introduction to Sociology is a general education course aimed at helping students understand and engage human society and the social world. The course will seek to introduce basic theories and tools to view, assess, and understand how social processes influence individuals and society.

Over the semester, this course will explore ways of “thinking sociologically.” We will consider how things like gender, age, race, socioeconomic standing, etc. shape the opportunities people have and influence the decisions they make. Major ideas, concepts, and methods in the study of society including socialization, culture, social structure, social stratification, social control, and social change will be examined.

COURSE LEARNING OUTCOMES

Upon success completion of this course, students will be able to:

- EP 2.1.3 (2) and EP 2.1.7 (1) Critically discuss major theoretical perspectives, such as conflict theory, structural functionalism, and symbolic interactionism.
- EP 2.1.4 (1) Identify and critique various social structures, particularly those resulting in inequality and injustice.
- EP 2.1.6 (2) Evaluate and apply social science data to inform decisions of everyday life.
- EP 2.1.1 (1, 2) Describe and exemplify the relationship between our Christian faith and human actions.
- EP 2.1.7 (2) Apply service-minded sociological concepts to specific need areas in our communities.
- EP 2.1.4 (1) Demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Readings for the semester include chapters from a FREE online text. You have a choice of downloading the free PDF (or other e-reader formats) from the link below, purchasing the iBook, or purchasing a paperback copy from online retailers. Additional recommended items such as articles and videos will also be assigned by the professor and posted in Canvas.

<http://openstaxcollege.org/textbooks/introduction-to-sociology>

ISBN-10: 1938168011/ISBN-13: 978-1-938168-01-7

Additional articles and chapters will be assigned by the professors and posted on the class web site.

ASSIGNMENT DESCRIPTIONS

I. Sociological Experience Project: Service Learning (40%)

Students will engage in an experience that helps expand their sociological imagination. Students can select an approved site for 16 hours of service learning, and they will write reflections on the experience. There will be four deliverables throughout the semester, worth 10 points each, for a combined total of 40 points. The first deliverable is due on our third class meeting, Thursday, September 8. This introductory assignment is to help you become more self-aware as you prepare for your service learning project. On this paper of at least 2 pages (Times New Roman, double-spaced, size 12), you will provide an in-depth introduction of yourself: your family background, where you lived, where you went to school, your work experiences (if any), etc. You will be turning in a hard copy of these journals at the beginning of class on the day they are due (not in Canvas).

II. Weekly Reflections (30%)

Weekly reflections express your reactions and analysis of your reading assignments in a more personal way than in a quiz, formal research, or an analytical essay. Reflections are not summaries or regurgitations of readings. Instead, follow these guidelines:

- One sentence identifying a key point, concept, idea, or theory that emerged from the readings for the week. Refer to one key quote from the text that describes this key concept/topic. Cite in ASA or APA format.
- Draft one question that emerged from the readings this week. Cite in ASA or APA format.

- One sentence applying and connecting the concept/topic to a real issue that you experienced or read about.
- A creative element relating to your weekly reflection. You have total freedom on this assignment. It can be a photo, a song, a drawing, anything creative you choose.
- Proper language and grammar are required.

Reflections must be 3 sentences long (Typed, double-spaced, in 12-point font) and submitted electronically in Canvas by 8:30 Thursday mornings. Reflections will be graded credit/no credit basis based on the specifications listed above. Failure to be on time or to include each element above will result in no credit. There will be a total of 12 reflections due, for a total of 30 points, this allows room for errors over the course of the semester. If a student fails to submit 12 assignments the remainder of the assignments will be graded proportionately.

III. Exams (20%)

There will be 3 exams over the course of the semester. The lowest score will be dropped. Each exam will be cumulative including material covered in class up to the point of the exam. More information will be given as we approach the exam dates. They will be mostly multiple choice, with some essay question components. The exams will count for a total of 20 percent of your total grade.

IV. Participation (10%)

Participation is key for building a collaborative learning community. You will earn these participation points by being actively involved in classroom discussions, small group activities, and periodic in class assessments. Points will be distributed proportionally.

ASSESSMENT AND GRADING

Assignment Values:		Grade Scale:	
Participation	10%	A=93-100	C=73-76
Exams	20%	A-=92-90	C-=70-72
Reflection Papers	30%	B+=87-89	D+=67-69
Sociological Experience Project	40%	B=83-86	D=63-66
	100% TOTAL	B-=80-82	D-=60-62
		C+=77-79	F=0-59

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**: Thursday, December 14, 10:30AM-1PM. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS

If you have a diagnosed disability, please contact Nichole Hope-Moore at PLNU's Disability Resource Center (DRC) as soon as possible to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information. The early contact with Nichole is so that she would be able to notify me within the first two weeks of class about how I may help provide the necessary accommodations.

PLNU ATTENDANCE AND PARTICIPATION

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings (3 days), the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent (6 days), the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

Class Members Responsibilities:

1. Attendance: Attendance is mandatory at all class sessions. Each Community Classroom class session is equivalent to a full week of classes on the main campus. Only one excused absence is allowed. Missing 2 classes will result in de-enrollment or possible failure in accordance with the university attendance policy.
2. Class participation: Each student is seen as a vital contributor to the educational environment. Your ideas and input are essential to the learning experience. Please participate actively and respectfully.
3. Respect: Respect for others is a basic element of professional social work and Christian character. All discourse will be conducted in a responsible and respectful manner.
4. Reading: Students are expected to read all assigned material to engage in class discussion.
5. Completion of all class assignments: All class assignments are to be completed and handed in, in a prompt professional manner. There are no exceptions for tardiness. Assignments will not be accepted one week beyond the original due date.

Inclusive Language

Given the power of language, all public language used in this course, including written and spoken discourse, will be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.

Public Discourse

Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that others will view your work in the class.

COURSE SCHEDULE

DATE	WEEK / SESSION	TOPIC	READINGS / ASSIGNMENTS
Thu Aug 31	W 1 / S 1	Course Overview	Review Syllabus
Tue Sep 5	W 2 / S 2	What is Sociology? / Sociological Imagination	Chapter 1 (pp. 6-14)
Thu Sep 7	W 2 / S 3	Theory	Chapter 1 (pp. 14-20) DUE: SL/CR Journal 1
Tue Sep 12	W 3 / S 4	Theory	Review: Chapter 1 (pp. 14-20)
Thu Sep 14	W 3 / S 5	Sociological Research Methods	Chapter 2 (30-33) DUE: Reflection Paper #1
Tue Sep 19	W 4 / S 6	Sociological Research Methods	Chapter 2 (pp. 33-44)
Thu Sep 21	W 4 / S 7	Culture	Chapter 3
Tue Sep 26	W 5 / S 8	Socialization	Chapter 5
Thu Sep 28	W 5 / S 9	Everyday Life / Interdependence	Chapter 4 DUE: Reflection Paper #2
Tue Oct 3	W 6 / S 10	Groups, Networks, Organizations	Chapter 6 DUE: SL/CR Journal 2
Thu Oct 5	W 6 / S 11	<i>EXAM 1</i>	
Tue Oct 10	W 7 / S 12	Deviance	Chapter 7 (pp. 135-143)
Thu Oct 12	W 7 / S 13	Deviance	Chapter 7 (pp.144-147) DUE: Reflection Paper #3
Tue Oct 17	W 8 / S 14	Stratification and Class	Chapter 9
Thu Oct 19	W 8 / S 15	Stratification and Class	Chapter 10
Tue Oct 24	W 9 / S 16	Gender, Sex, and Sexuality	Chapter 12 (pp. 251-261) <u>Cultural Reflections of Beauty</u> <u>– NPR Baby Got Back</u>
Thu Oct 26	W 9 / S 17	Gender, Sex, and Sexuality	Chapter 12 (pp. 262-266) DUE: Reflection Paper #4
Tue Oct 31	W 10 / S 18	Race and Ethnicity	Chapter 11 (pp. 225-234)
Thu Nov 2	W 10 / S 19	Race and Ethnicity	Chapter 11 (pp. 234-243)
Tue Nov 7	W 11 / S 20	<i>EXAM 2</i>	
Thu Nov 9	W 11 / S 21	Education	Chapter 16
Tue Nov 14	W 12 / S 22	Urbanization and Environment	Chapter 20 DUE: SL/CR Journal 3
Thu Nov 16	W 12 / S 23	Marriage and Family	Chapter 14 DUE: Reflection Paper #5
Tue Nov 21	W 13 / S 24	<i>FILM DAY</i>	
Thu Nov 23	W 13 / S 25	<i>THANKSGIVING RECESS / NO CLASS</i>	
Tue Nov 28	W 14 / S 26	Religion	Chapter 15
Thu Nov 30	W 14 / S 27	Power Elite: Military, Political, Economic	Chapter 17 DUE: Reflection Paper #6
Tue Dec 5	W 15 / S 28	Power Elite: Military, Political, Economic	Chapter 18 DUE: SL/CR Journal 4
Thu Dec 7	W 15 / S 29	Social Change	Chapter 21
<i>FINAL EXAM</i> Tuesday, December 14, 10:30AM-1PM			

Sociology 101: Service Learning Journal Assignment

Throughout the semester, you will be maintaining a journal. The service learning project is worth 40% of your grade and is composed of two parts: (1) completed timesheet and (2) your journal. In the journal, you will document your thoughts and feelings about your service learning project. You will also integrate insight from your service learning project with what you learned from the academic material presented in class, while keeping in mind the intersections of policy, race, class and gender. Your journal should include notes from each service learning visit AND answers to each of the journal prompts below. The journal will be submitted four times this semester and each submission is worth 25% of your grade: **September 7, October 3, November 14, and December 5.**

Journal 1: Preparing for Service Learning

This introductory assignment is to help you become more self-aware as you prepare for your service learning project. On this paper of at least 2 pages (Times New Roman, double-spaced, size 12), you will provide an in-depth introduction of yourself: your family background, where you lived, where you went to school, your work experiences (if any), etc. You will be turning in a hard copy of these journals at the beginning of class on the day they are due (not in Canvas). You will pick your service site as a result of your journal reflections. All sites must be approved by the instructor.

Please follow the following format for each journal entry (can be handwritten or typed):

Week of: (Month/Day) to (Month/Day):

1. Week's activities and observations during service learning project work. One paragraph.
2. Reflection: Connect the service learning project to the readings, films, discussions, and/or one of the civic capacities. Keep in mind areas of policy, race, class and gender. 1-2 paragraphs.
 - a) Assessment of your progress in developing at least one of the "civic capacities." Be specific about which capacity you are discussing eg 1a "Work with people from different backgrounds") One paragraph.

Journal 2

In addition to the observations from each visit (see above format), answer the following:

Congratulations on your placement! By now you have likely been able to complete a few hours of your service learning project and I am hoping you can share your experiences thus far.

1. Description:

Where are you doing your service learning? Briefly describe your duties. What has your experience volunteering been like thus far?

Give the details of your last visit:

Who did you interact with?

What did they say... What did you say?

What happened while you were there? How did you feel about it?

How did you help the people served at your site?

2. Evaluation

How did you feel when you first arrived?

How did you feel when you left?

Was there anything that made you uncomfortable? Was there anything that you didn't understand?

3. Learning Summary

How did the experience help you understand more about the people served on a deeper level?

What has been the most important thing you learned so far?

How did your perspective on the people you worked with change?

Journal 3

In addition to the observations from each visit (see above format), answer the following:

This Journal is looking for you to analyze your experience (not merely describe it) by drawing from course concepts and material.

1. In what ways did your service learning experience enhance your academic and/or personal development? For example, connect the service learning project to the readings, films, discussions, and/or one of the civic capacities. Keep in mind areas of policy, race, class and gender. 1-2 paragraphs.
2. Assessment of your progress in developing at least one of the “Civic Capacities” list below. Be specific about which capacity you are discussing (e.g. 1a. “Work with people from different backgrounds”). One paragraph.
3. What concept or person in the program has made the strongest impression on you (positive or negative)? Some things will stand out for you as you are working- these are aspects of the experience you should reflect on here.

Civic Capacities List
Abilities to take action as a citizen or part of larger community. (adopted from SDSU Service Learning Program)
1. Build a sense of community, locally and globally
a. Work with people from different backgrounds
b. Develop curiosity and capacity to listen
c. Cultivate open-mindedness and appreciation of worth of each person
d. Enhance concern for community and the wellbeing of others
e. Integrate these values and habits into daily routines and encourage them in others
2. Develop contextual understanding to evaluate and critique arguments and ideologies related to sociology
a. Develop knowledge and understanding of basic principles and debates in area of sociology
b. Cultivate an understanding of historical trends and social movements that have affected society
c. Consider differing points of views
d. Think critically about complex issues
e. Seek and evaluate information about issues that have public consequences
3. Practice civic engagement through connecting inquiry and action
a. Explore the impact of choices on different constituencies and entities, both locally and globally
b. Understand methods of communication that are crucial to public action
c. Participate in civil arguments
d. Link participation in civic projects to academic learning
e. Understand the intersection of theory and action
4. Participate in direct civic action
a. Work directly with others to further goals of local or global group focused on projects of civic engagement
b. Practice working collectively, rather than in a hierarchal fashion; understand that civic engagement requires viewing and cooperating with others as equals
c. Develop moral and political courage to take action
5. Cultivate qualities required for future leadership and action
a. Understand how to lead without being authoritarian
b. Develop sense of what solutions would or would not benefit communities, based on context
c. Learn how to build on success and failure alike
6. Partner with other groups focused on civic engagement
a. Document, execute, and present your understanding of civic engagement projects to other

institutions, such as Point Loma Nazarene University.

b. Use your experience, research, and understanding of the world to contribute to long-term positive changes at Point Loma Nazarene University.

Journal 4

In addition to the observations from each visit (see above format), answer the following:

This final journal asks you to create a “Photovoice”. This is a type of research methodology that is used to understand social life and action. Journal entry will entail two parts:

Part I. You will be required to take (at least) 1 photograph of either real or symbolic ways that your experience in the community has affected you or others in the community. In other words, I want the photo to be an original photo, not taken from the Internet.

- Photo must be of you working with a community member (i.e. a teacher, coworker, supervisor, AND/OR a person you are helping like an elderly person or a student).
- Photo must relate to your experience doing service learning this semester.
- Describe the image and explain it's importance: who, what, where, etc.

Part II. I want you to reflect on the theme of “discovery and collective action”.

- The most important thing you learned from this experience was: _____
- One thing that surprised you about this experience was: _____

Include examples from your community agencies in your discussion above. I am not saying that you have been profoundly affected or transformed by your service learning investigation or semester experiences (of course, I am not saying that you haven't).

- One thing people should know about service learning is: _____

Would you recommend service learning to another student? Would you recommend the agency you volunteered at? Why or why not? Should activities like this be expanded? Why or why not?