



Syllabus for Introduction to

Sociology

(Pelican Bay Scholars Program)

Course Information

Semester & Year: Fall 2021

Course ID & Section #: SOC-1-052384 Introduction to Sociology

Instructor's name: Vanessa Vrtiak

Course units: 3

Required Material:

Think Sociology 2011 by John D. Carl

Catalog Description

An introduction to the discipline of sociology including major theories, concepts and methods. Topics include: Sociological imagination, social structure and interaction, culture, social groups and organizations, and social institutions. Also includes inquiry into social inequalities such as race/class/gender/global stratification.

Course Student Learning Outcomes (*from course outline of record*)

- Employ a sociological perspective to critically evaluate a social issue related to social identity, differentials of power and privilege, or multicultural relations.
- Explain the relationship between socialization and culture.
- Use sociological concepts to evaluate complex ideas.

Accessibility

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS at 707-465-2352, or filling out an "ASK CR" sheet.

Evaluation & Grading Policy

Individual Participation through weekly writing assignments (as well as additional reflective exercises) 50%

Two Paper Assignments 25%

Mid-Term and Final 25%

I want to honor the difficult times we are in. Correspondence classes are not ideal, but I want you to know I will be as flexible as possible. Students are allowed one late assessment, and this must be turned in by the next mail pick up date.

Please communicate with me as much as you can by using a “Burning Questions Sheet” and I will do what I can to accommodate you.

Weekly Reflective Exercises:

Students are expected to answer the reflective questions at the end of each chapter. These will be different each week depending on the material. The questions will always be included in the packet for the week. Please write at least 3-5 sentences for each question response. In addition, to the reflective questions you must submit a question of your own from the reading. This can be something you didn’t understand in the week’s readings, or something they would like to learn more about.

For example your weekly reflective questions will look like this:

- Provide an example of a theory, and how would you use it in your own life?
- How would you collect quantitative and qualitative data if you were conducting a study on your own life?
- What questions came up for you doing the reading?

(You could respond with: How do you fully conduct a needs assessment?)

Paper Assignments

I will develop the paper assignments as they are assigned and include them in the packet for the week. The assignment will correspond to the topic for the week. Your papers should be 4-5 pages, and include examples from the book. I also expect you to relate the material to your own life.

In addition, you will also peer review one another’s work this semester. I will receive your original submission, make a copy, **remove your name**, and then randomly assign your assignment to another student to be read. This will provide us with an opportunity to give and receive feedback which is foundational for our growth. It’s critical that we all do our best to follow the timeline for the papers, so we can exchange and provide feedback in a timely manner. Please do not exchange papers on your own. You will be given a rubric to grade your peers paper. A portion of your grade for your paper will be how well you provided feedback to your peer. Here are a few strategies for giving and receiving feedback.

Strategies for Giving Feedback

- Communicate when someone has done a task well, or when you see a skill in them that you appreciate
- When there is an area of growth that needs to be addressed:
 - Be direct and clear
 - Offer support to facilitate that change
 - Listen and hold space
 - Take time to process, breathe and find a calm head space

Strategies for Receiving Feedback

- Say, “Thank you.”
 - If positive, accept the compliment! Let it sink in.
 - All feedback is a gift and it’s important to acknowledge emotional labor involved
- It is normal to need time to process feedback before responding and if this is the case, acknowledge it and plan a time to follow-up.
- Say, “I am sorry”, if appropriate. Avoid non-apologies such as, “I am sorry you were offended,” or, “I am sorry you feel that way.”

Mid Term and Final

I will have each of you help me write the midterm. You will be expected to submit questions that you think should be on the midterm. There are no guarantees that I will use your submissions, but I will do my best. The midterm will be a mixture of short essay, and multiple choice.

The final will be a paper as well as an artistic component. You will pick a topic of your choice that we covered this semester that inspired you, and dive deep. I will share more on the final as it approaches.

Lastly, I have included a schedule of assignments in this syllabus. As we approach each week I will send you a full detailed description of what I expect for each assignment. If you feel that you do not understand what I’m asking of you please feel free to submit a “Burning Question Sheet” and I will reply as soon as possible.

Admissions deadlines & enrollment policies

Fall 2021 Dates

- *Classes begin: 8/21/21*
- *Last day to add a class: 8/27/21*
- *Last day to drop without a W and receive a refund: 9/03/21*
- *Labor Day Holiday (all campuses closed): 09/06/21*
- *Census date: 9/07/21 or 20% into class duration*
- *Last day to petition to graduate or apply for certificate: 10/28/21*
- *Last day for student-initiated W (no refund): 10/29/21*
- *Last day for faculty-initiated W (no refund): 10/29/21*
- *Veteran’s Day (all campuses closed): 11/11/21*
- *Fall Break (no classes): 11/22/21 – 11/26/21*
- *Thanksgiving Holiday (all campuses closed): 11/24/21 – 11/26/21*
- *Final examinations: 12/11/21 – 12/17/21*
- *Last day to petition to file P/NP option: 12/17/21*
- *Semester ends: 12/17/21*
- *Grades available for transcript release: approximately 01/07/22*

Students who have experienced extenuating circumstances can complete & submit the ***Excused Withdrawal Petition*** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal

(W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage, or filling out an “Ask CR” sheet.. Supporting documentation is required.

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student’s status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee.

This includes plagiarism. Plagiarism is the act of taking someone else’s work/ideas and passing them off as your own. Please make sure all of your work is yours, otherwise properly cite and quote the author you are referencing.

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor’s directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior.

In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class.

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Safety

As you will discover this course, and the very foundation of Sociology will encourage you to “go deep.” Some of the concepts we will explore are sensitive in nature. Although we are not meeting in person this semester, I would still like to set a tone that intentional, and collaborative. This means that we need to consider how we treat ourselves, and one another. Everyone has the right to feel safe in this course. For an environment to be safe for all, it needs to be spiritually, socially, and emotionally safe and no one should have to hide, protect, or deny their identity. We will use these strategies to promote cultural safety:

- Self-reflection
 - Reflecting on one’s own culture, attitudes and beliefs about “others”
 - Understanding how implicit bias forms our world view
- Direct Communication
 - Clear, value free, open and respectful communication

- Developing trust
- Practice of receiving feedback without defensiveness or invalidating critique
- Practice
 - Recognizing and avoiding stereotypes
 - Value marginalized voices and take action based on feedback from the most vulnerable in our community
 - Understand patterns played out when we uphold dominant cultural values above all else and adjust when necessary
- Centering marginalized groups
 - Cultural humility: we cannot know everything about every community AND we should never speak for another community
 - Indigenous voices are often completely erased from the conversation. Indigenous voices must be a part of our conversations and practices.
 - Language barriers often keep the most vulnerable from being able to access services. Bilingual workers should be supported and valued for the additional work they do to be a bridge to these communities.

Emergency Procedures

Students and faculty will follow the emergency protocols of Pelican Bay State Prison. Students are expected to be familiar with, and adhere to, all safety procedures and guidelines pertinent to the location of their class. Pelican Bay Custody will be consulted for guidance with any safety concerns.

Weekly Schedule

I reserve the right to change the syllabus and due dates as needed. I will not take late work after two weeks unless you communicate an extraneous circumstance. For example, if we just submitted Ch. 4 reflective questions, I will not take Ch. 1, or 2. Some weeks additional readings will be assigned outside of the main text. I will provide those to you as the weeks align.

<i>Week:</i>	<i>Date:</i>	<i>Topic for the Week:</i>	<i>Text Chapters & Activities:</i>	<i>Assignments Due:</i>
<i>1</i>	<i>8/27</i>	<i>Introduction to the Foundation of Sociology Review Syllabus</i>	<i>Think Sociology Text Book Ch. 1 "An Introduction to the Foundations of Sociology"</i>	
<i>2</i>	<i>9/3</i>	<i>Sociological Research & Culture</i>	<i>Think Sociology Text Ch. 2 "How do We Learn About Society?"</i>	<i>Ch. 1 & 2 Reflective Questions</i> <i>Read: Pager's "The</i>

				<i>Mark of a Criminal Record.”</i> <i>*This reading is for your paper 1 assignment.*</i>
3	9/10	<i>Social Structure and Interaction</i>	<i>Think Sociology Text</i> <i>Ch. 4 “Social Structure and Interaction: Micro and Macro Orientations”</i> <i>Think Sociology Text</i> <i>Ch. 3 “Culture: The Framework of the Individual”</i> <i>Paper #1: Topic To Be Announced (TBA)</i>	<i>Ch. 3 & 4 Reflective Questions</i>
4	9/17	<i>Socialization</i>	<i>Think Sociology Text</i> <i>Ch. 5 “The Process of Fitting Into Society”</i>	<i>Ch. 5 Reflective Questions</i> <i>Paper #1 Due</i>
5	9/24	<i>Groups and Societies</i>	<i>Think Sociology Text</i> <i>Ch. 6 “Groups and Societies Understanding our Environment”</i> <i>Read Your Peer’s Paper and Provide Thoughtful Comments</i>	<i>Ch. 6 Reflective Questions</i> <i>Read: Onbeing podcast with Father Greg Transcript</i>
6	10/1	<i>Social Class in the United States</i>	<i>Think Sociology Text</i> <i>Ch. 7 “Stratification in a Modern Society”</i> <i>Interview anyone of your choosing regarding their upbringing and social class</i>	<i>Ch. 7 Reflective Questions</i> <i>Read: Davidson’s “Do Illegal Immigrants Actually Hurt the Economy?”</i> <i>Return Peer Reviewed Paper with Comments</i> <i>Submit 2 questions for the midterm</i>
7	10/8	<i>Global Stratification</i>	<i>Think Sociology Text</i> <i>Ch. 8 Global Stratification “Wealth and Poverty in the</i>	<i>Ch. 8 Reflective Questions</i> <i>Interview Assignment</i>

			<i>World”</i>	<i>Due</i>
			<i>Mid-Term Distributed</i>	
8	10/15	<i>Population and Environmental Impact</i>	<i>Think Sociology Text Ch. 9 “Population and Environmental Impact: How Do Societies Deal With Growing Numbers?”</i>	<i>Mid Term Due Ch. 9 Reflective Questions Read Additional Reading from Hood Feminism by Mikki Kendall</i>
9	10/22	<i>Race and Ethnic Stratification</i>	<i>Think Sociology Text Ch. 10 “Race and Ethnic Stratification: Is it a Question of Color?”</i>	<i>Ch. 10 Reflective Questions Read: Explaining White Privilege to a Broke White Person</i>
10	10/29	<i>Gender Stratification</i>	<i>Think Sociology Text Ch. 11 “Gender Stratification: The Social Side of Sex.” Read Short Excerpt from Chanel Miller’s Story</i>	<i>Ch. 11 Reflective Questions Chanel Miller Response Questions</i>
11	11/5	<i>Aging and Health</i>	<i>Think Sociology Text Ch. 12 “Aging and Health: The Graying of Society” Paper #2: Topic to Be Announced</i>	<i>Ch. 12 Reflective Questions Paper #2 Due</i>
12	11/12	<i>Crime and the Legal System</i>	<i>Think Sociology Text Ch. 13 “Crime and the Legal System: How do Societies Respond to Crime and Deviance.”</i>	<i>Ch. 13 Reflective Questions</i>
13	11/19	<i>Marriage and Family</i>	<i>Think Sociology Text Ch. 14 “How do Societies Perpetuate Themselves?” Value Assignment</i>	<i>Ch. 14 Reflective Questions Turn in Peer Reviewed Paper</i>
14	11/26	<i>Happy Fall!</i>		<i>Fall Break</i>
15	12/3	<i>Economy and Politics Education and Religion</i>	<i>Think Sociology Text Ch. 15. Education and Religion “How Do Societies Pass on</i>	<i>Ch. 15& 16 Reflection Questions</i>

			<i>Information”</i> <i>Think Sociology Text: Ch. 16 “How do Societies Support and Govern Themselves.”</i> <i>Final Distributed TBA</i>	
16	12/10	<i>Social Movements, Collective Behavior, and Social Change</i>	<i>Think Sociology Text Ch. 17 “Social Movements: How do Societies Change”</i>	<i>Ch. 17 Reflection Questions</i>
17	12/17	<i>Final</i>		<i>Final Due no later than 12/17</i>