



Sociology, Social Work, & Family Sciences

SOC1001 Introduction to Sociology

3 Units

Fall 2023

Meeting days/times Tuesday and Thursday 11:00 am – 12:15 pm

Meeting location Rohr Hall (RH) 109

Final Exam: Thursday, December 14, 2023 10:30 am – 1:00 pm

| | |
|-----------------------------------|--|
| Instructor title and name: | Kevin Modesto, PhD, MSW, MATS |
| Phone: | (619) 849-2368 |
| Email: | kmodesto@pointloma.edu |
| Office location and hours: | Rohr Hall #105 M,W 11:00 to12:00; 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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Foundational Explorations Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

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! **SOC 1001 Introduction to Sociology (FE)** is an introduction to sociology, basic concepts, theories, development as a discipline, and the tools of social investigation.

It is also a foundational exploration 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 successful 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.

Foundational Explorations Learning Outcomes

FE Learning Outcome 2c: Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

Required Texts and Recommended Study Resources

[Griffiths, H., Keirns, N. J., Strayer, E., Cody-Rydzewski, S., Scaramuzzo, G., Sadler, T., Vyain, S., ... OpenStax \(Nonprofit organization\),. \(2021\). *Introduction to sociology 3e*.](#)

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

This is 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.

Additional articles and chapters will be assigned by the professors and posted on the Canvas.

ASSIGNMENTS

I. **Service Learning (30%) – Signature Assignment**

Students will engage in an experience that helps expand their sociological imagination. Students can select an approved site for 8 hours of service learning to participate in this semester. 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. This introductory assignment is to help you become more self-aware as you prepare for your service learning project. On this 2-page paper (double-spaced, size 12 font), 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 copy of these journals at the beginning of class on the day they are due 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. **Presence, Preparation, & Participation (20%)**

Presence is vital for success in life. Simply showing is expected in most professional settings. Presence is one of three elements that will make up this portion of your grade. The value of presence can be enhanced by thoughtful Preparation. Being prepared for class, work, a meeting, goes along way. I will be assessing preparation daily. 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.

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. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

Assessment and Grading

| Assignment | Grade % |
|--|---------|
| Service Learning | 30 |
| Weekly Reflections | 30 |
| Exams | 20 |
| Presence, Preparation, & Participation | 20 |
| Total | 100 |

Grade Scale Based on Percentages

| A | B | C | D | F |
|----------|----------|----------|----------|----------------|
| A 93-100 | B+ 87-89 | C+ 77-79 | D+ 67-69 | F Less than 59 |
| A- 90-92 | B 83-86 | C 73-76 | D 63-66 | |
| | B- 80-82 | C- 70-72 | D- 60-62 | |

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics

include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

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. Incompletes will only be assigned in extremely unusual circumstances.

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

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 Policy

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.

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g. ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of

the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive an “F” grade.

Assignments At-A-Glance

| DATE PRESENTED | CLASS CONTENT OR ASSIGNMENT | ASSIGNMENT DUE DATE |
|----------------|---|--|
| Aug 29 | Course Overview | Review Syllabus |
| Aug 31 | What is Sociology? / Sociological Imagination | Chapter 1 (pp. 6-14) |
| Sep 5 | Theory | Chapter 1 (pp. 14-20) DUE: SL/CR Journal 1 |
| Sep 7 | Theory | Review: Chapter 1 (pp. 14-20) |
| Sep 12 | Sociological Research Methods | Chapter 2 (30-33) |
| Sep 14 | Sociological Research Methods | Chapter 2 (pp. 33-44) |
| Sep 19 | Culture | Chapter 3 |
| Sep 21 | Socialization | Chapter 5 |
| Sep 26 | Everyday Life / Interdependence | Chapter 4 |

| | | |
|--------|--|--|
| Sep 28 | Groups, Networks, Organizations | Chapter 6 DUE: SL/CR Journal 2 |
| Oct 3 | Media and Technology | Chapter 8 |
| Oct 5 | Exam1 | |
| Oct 10 | Deviance | Chapter 7 (pp. 135-143) |
| Oct 17 | Deviance | Chapter 7 (pp.144-147) |
| Oct 19 | Gender, Sex, and Sexuality | Chapter 12 (pp. 251-261) Cultural Reflections of Beauty – NPR Baby Got Back |
| Oct 24 | Gender, Sex, and Sexuality | Chapter 12 (pp. 262-266) |
| Oct 26 | Stratification and Class | Chapter 9 Hope International Poverty Simulation |
| Oct 31 | Stratification and Class | Chapter 10 |
| Nov 2 | Race and Ethnicity | Chapter 11 (pp. 225-234) DUE: SL/CR Journal 3 |
| Nov 9 | Race and Ethnicity | Chapter 11 (pp. 234-243) |
| Nov 14 | Marriage and Family | Chapter 14 |
| Nov 16 | Education | Chapter 16 |
| Nov 21 | Exam 2 | |
| Nov 23 | | <i>THANKSGIVING RECESS / NO CLASS</i> |
| Nov 28 | Religion | Chapter 15 |
| Nov 30 | Power Elite: Military, Political, Economic | Chapter 17 |
| Dec 5 | Urbanization and Environment | Chapter 20 DUE: SL/CR Journal 4 |
| Dec 7 | Social Change | Chapter 20 |
| Dec 14 | | Final Exam |