

Calumet College



of Saint Joseph

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Prejudices are rarely overcome by argument; not being founded in reason they cannot be destroyed by logic. – Tyron Edwards

## **GENERAL SOCIOLOGY SYLLABUS – SOCL 210**

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**Term: Fall (2017-1) (September 4 – December 16)**

**Professor: Dr. Tina Ebenger**

**Office: 510**

**Office Phone: 473-4392**

**E-mail: [tebenger@ccsj.edu](mailto:tebenger@ccsj.edu) (office)**

### **Office Hours:**

**Monday – 12:00 – 1:30, 3:30 – 5:00**

**Tuesday – 1:45 -3:15 (Tutoring Center)**

**Wednesday – 12:00 – 1:30, 3:30 – 6:00**

**Thursday – 3:30 – 5:00 (Tutoring Center)**

**Or by appointment**

**Course Time: Tuesday and Thursday, 12:00 – 1:30 PM**

### **Course Description:**

**This course serves as an introductory framework of sociology and the scientific approach to social phenomena within the structural-functionalist, conflict, and symbolic interactionist frame of reference.**

## **Prerequisites: None**

### **Learning Objectives:**

General Education objectives:

1. Students will read analytically, synthetically, and critically in a variety of genres.
2. Students will write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation.
3. Students will be able to orally deliver a presentation with a clear central idea that is logically developed, supported by convincing evidence and valid reasoning, and expressed using language and delivery choices thoughtfully adapted to the audience.
4. Students will represent, apply, analyze, and evaluate relevant qualitative and quantitative mathematical and scientific evidence (i.e. equations, graphs, diagrams, tables, words) to support or refute an argument.
5. Students will appreciate, create, and critique the persuasive power of art and media.
6. Students will be able to apply ethical standards to social issues and analyze their own core beliefs and the origin of these beliefs.

### **SOCL 210 learning objectives:**

1. Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain.
  - a. Distinguish sociology from the other social sciences.
  - b. Understand and define major concepts such as culture, socialization, stratification, deviance, race and ethnicity.
2. Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.
3. Demonstrate basic literacy, in social, behavioral, or historical research methods and analyses.
  - a. Identify the different scientific methodologies such as sample surveys, case studies, participant observation, scientific analyses, and experiments.
4. Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.
5. Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.
6. Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.
7. To become acquainted with the current issues surrounding and affecting American society.

**Textbooks: *Sociology: A Brief Introduction*, Richard T. Schaefer, 11<sup>th</sup> edition, 2015.**

### **Additional Readings Distributed in Class**

**Assessment:**

Textbook Questions (6; 5 pts. each)	30
5 Paragraph Theme	20
Exams: 2 (25 pts. each)	50
	<hr/>
	100

**Class Assignments:**

There are **six (6)** writing assignments due for this class. At the end of each chapter in your textbook there are "Taking Sociology With You" questions. I have assigned 6 of these questions for you. They are to be one page in length, typed, double-spaced and handed in on the date they are discussed in class (see syllabus).

There is one five (5) paragraph theme assigned. It is assigned on Tuesday, October 10 and is due Tuesday, October 17. This paper is to be two-three pages (2-3), typed, and double-spaced. An information sheet will be handed out prior to the assignment.

**Exams:**

There are two exams in this class: **Thursday, October 26, 2017** and the final exam on **Tuesday, December 12, 2017**. The exams will be a combination of short answer (definitions) and essay questions.

**NOTE - IF, FOR SOME REASON, YOU CANNOT BE PRESENT TO TAKE AN EXAM, YOU MUST CONTACT ME PRIOR TO THE EXAM. MAKE-UP ESSAY EXAMS CAN BE TAKEN NO LATER THAN ONE WEEK FOLLOWING THE EXAM DATE.**

**Class Policy for Attendance:**

You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn't excuse you from doing class work; you have **more** responsibilities to keep up and meet the objectives of this course.

When students come to class, it is expected that they will be prepared. That means books, papers, pens/pencils, and all personal needs taken care of prior to the start of class. This is not your living room where you take bathroom breaks during the commercials.

It is also expected that students will respect each other during classroom discussions. Students are not to make light of or denigrate another for his/her beliefs. Nor should students take the class hostage when discussing topics: just because you have something to say, doesn't mean it needs to be said. Please be considerate of others' time when speaking.

### **Class Policy on Electronic Devices:**

All electronic devices will be kept out of sight during class. If, however, you are a parent and may get a call about your child, please keep your phone on vibrate.

### **CCSJ Student Honor Code:**

I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:

- Continuously embrace **honesty and curiosity** in the pursuit of my educational goals;
- Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my **community**;
- Do my own work with **integrity** at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;

Do my utmost to act with commitment, inside and outside of class, to the goals and **mission** of Calumet College of St. Joseph.

### **Grading Scale:**

<b>Grade</b>	<b>Points</b>	<b>Grade</b>	<b>Points</b>	<b>Grade</b>	<b>Points</b>	<b>Grade</b>	<b>Points</b>
A	100-92	B+	89-88	C+	79-78	D+	69-68
A-	91-90	B	87-82	C	77-72	D	67-62
F	59 and below	B-	81-80	C-	71-70	D-	61-60

### **Statement of Plagiarism:**

If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.

Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.

**PLEASE NOTE:** All papers may be electronically checked for plagiarism.

### **Tracking Your Progress:**

Your midterm grade will be available on MyCCSJ between Weeks 6 and 8. Be sure to see how you're doing and follow up with your instructor.

### **Sharing Your Class Experience:**

At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are **essential** to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!

### **Withdrawal from Classes:**

After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

### **Student Success Center:**

The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.

### **Disability Services:**

Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a "reasonable accommodation" because of a disability, contact the Disability Services Coordinator at 219-473-4349.

### **Student Assistance Program:**

Through a partnership with Methodist Hospital, Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at their Employee Assistance Program (EAP) office in Merrillville or Gary. For more information, contact the SAP Counselor, at 219-736-4067.

### **CCSJ Alert:**

Calumet College of St. Joseph's emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College's website at: <http://www.ccsj.edu/alerts/index.html>.

## SCHEDULE OF READINGS:

Month/Week	Class Date	Topics and Reading Assignments
<b>September</b>		
<b>1<sup>st</sup></b>	Tuesday, September 5	<b>Introduction, overview of class</b>
	Thursday, September 7	What is Sociology? Video – The Way We Live
<b>2<sup>nd</sup></b>	Tuesday, September 12	Schaefer, Chapter 1 Understanding Sociology You Tube - Sociology The Big Three and the Three Perspectives <a href="https://www.youtube.com/watch?v=qwYEXkpijAY">https://www.youtube.com/watch?v=qwYEXkpijAY</a>
	Thursday, September 14	Schaefer, Chapter 1 Understanding Sociology, Cont'd <b>Written Assignment #1 DUE: Question #1 page 26</b>
<b>3<sup>rd</sup></b>	Tuesday, September 19	Schaefer, Chapter 2 - Culture
	Thursday, September 21	Schaefer, Chapter 2 – Culture Cont'd Confederate Statues: Some See Culture, Some See Racism: The Daily Show
<b>4<sup>th</sup></b>	Tuesday, September 26	Schaefer, Chapter 3 – Research <b>Written Assignment #2 DUE: Question #1, 2, OR 3 page 76</b> Article: The Rise and Fall of the Human Terrain System <a href="http://www.counterpunch.org/2015/06/29/the-rise-and-fall-of-the-human-terrain-system/">http://www.counterpunch.org/2015/06/29/the-rise-and-fall-of-the-human-terrain-system/</a>
	Thursday, September 28	Schaefer, Chapter 4 - Socialization You Tube Video: Crash Course Sociology
<b>October</b>		
<b>5<sup>th</sup></b>	Tuesday, October 3	Schaefer, Chapter 4 – Socialization, cont'd

<b>October</b>	<b>Class Date</b>	<b>Topics and Reading Assignments</b>
	Thursday October 5	Chapter 5 – Social Interaction
<b>6<sup>th</sup></b>	Tuesday, October 10	Schaefer, Chapter 6 – Mass Media  In class assignment: what type of media do you engage with the most?  <p style="text-align: center;"><b>Five Paragraph Theme ASSIGNMENT: IS COLIN KAEPERNICK'S BEHAVIOR DEVIANT?</b></p>
	Thursday , October 12	Schaefer, Chapter 6 – Mass Media, cont'd You Tube Video: Khan Academy Mass Media <a href="https://www.youtube.com/watch?v=5RRyX9mI5Lw">https://www.youtube.com/watch?v=5RRyX9mI5Lw</a>  <p style="text-align: center;"><b>CONTINUE ASSIGNMENT</b></p>
<b>7<sup>th</sup></b>	Tuesday, October 17	Schaefer, Chapter 7 – Deviance
	Thursday , October 19	Schaefer, Chapter 7 – Deviance Cont'd <p style="text-align: center;"><b>Written Assignment #3 DUE: Question #1 page 174</b></p>
<b>8<sup>th</sup></b>	Tuesday, October 24	<b>Review for Mid-Term Exam</b>
	Thursday , October 26	<b>MID-TERM EXAM</b>
<b>9<sup>th</sup></b>	Tuesday, October 31	Schaefer, Chapter 8 - Stratification and Social Mobility in the United States <p style="text-align: center;"><b>In class Assignment: Mobility and Privilege</b></p> <p style="text-align: center;"><b>Video: Park Avenue</b></p> <a href="https://www.youtube.com/results?search_query=park+avenue">https://www.youtube.com/results?search_query=park+avenue</a>

Month/Week	Class Date	Topics and Reading Assignments
<b>November</b>		
	Thursday , November 2	Schaefer, Chapter 10 – Racial and Ethnic Inequality Handout: White Privilege Video: 13 things white people take for granted
<b>10<sup>th</sup></b>	Tuesday, November 7	Schaefer, Chapter 10 – Racial and Ethnic Inequality Cont'd <b>Written Assignment #4 DUE: Question #1 OR 2 page 254</b>
	Thursday , November 9	Schaefer, Chapter 11 – Stratification by Gender <b>Film: Yellow Wallpaper</b>
<b>11<sup>th</sup></b>	Tuesday, November 14	Schaefer, Chapter 11 – Stratification by Gender Cont'd <b>Video: Why I'm a feminist</b> <a href="https://www.google.com/?gws_rd=ssl#q=why+i%27m+a+feminist+laci+green">https://www.google.com/?gws_rd=ssl#q=why+i%27m+a+feminist+laci+green</a> <b>Video: Feminism: One word</b> <a href="https://www.youtube.com/watch?v=apfuqpFQPmg">https://www.youtube.com/watch?v=apfuqpFQPmg</a>
	Thursday , November 16	Schaefer, Chapter 11 – The Family and Human Sexuality <b>Video: The many faces of human sexuality</b> <a href="https://www.youtube.com/watch?v=al-Ojb1zOpY">https://www.youtube.com/watch?v=al-Ojb1zOpY</a>
<b>12<sup>th</sup></b>	Tuesday, November 21	Schaefer, Chapter 13 – Religion and Education <b>Written Assignment #5 DUE: Question #1 page 360</b> <b>Video: Higher education is not about getting a job</b> <a href="http://tedxtalks.ted.com/video/Higher-education-is-not-about-ge;TEDxUQ">http://tedxtalks.ted.com/video/Higher-education-is-not-about-ge;TEDxUQ</a>

Month/Week	Class Date	Topics and Reading Assignments
<b>November</b>		
	Thursday , November 23	NO CLASS – THANKSGIVING 
<b>13<sup>th</sup></b>	Tuesday, November 28	Schaefer, Chapter 14 – Government and the Economy
	Thursday , November 30	Schaefer, Chapter 15 – Health and the Environment
<b>December</b>		
<b>14<sup>th</sup></b>	Tuesday, December 5	Schaefer, Chapter 16 – Social Change <b>Written Assignment #6 DUE: Question #2 page 411</b>
	Thursday, December 7	<b>Wrap-Up Review for Final Exam</b>
<b>15<sup>th</sup></b>	Tuesday, December 12	<b>Final Exam</b>

## Emergency Procedures

### MEDICAL EMERGENCY

#### EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

### FIRE

#### EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
  - Location of the fire within the building.
  - A description of the fire and how it started (if known)

## BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

## IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

## HAZARDOUS MATERIAL SPILL/RELEASE

### EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

## TORNADO

### EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

## SHELTER IN PLACE

### EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

## BOMB THREATS

### EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
  - Don't touch it!
  - Evacuate the area.

## TERRORISM AND ACTIVE SHOOTER SITUATIONS

### EMERGENCY ACTION

1. Call 911 and report intruder.

#### RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.