

Course Syllabus

SOC2201: Introduction to Sociology

Course Information

Term and Year:	Fall 2019
Class Location:	Langston Hughes
Class Meetings Days and Times:	Tuesday and Thursday

Instructor Information

Name:	Dr. Dean Gualco
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Email:	abetterworld@hotmail.com
Availability and Office Hours:	By appointment
Office Location:	Langston Hughes Main Office

Instructor Biography

My name is Dean Gualco and am a 25-year veteran of the public sector, having served as a human resources and library director, including work at the University of California and the State of California (for an entity created by the Governor of California and Mayor of Sacramento). I am also the owner of Torgun Consulting, a firm specializing in organizational management and restructuring.

I have a doctorate in education from the University of the Pacific, a masters in business administration, and a masters in public administration from the University of Southern California (USC). I have also published 9 books, the latest titled, *Take the Right Road: Finding the Right Job, Being the Right Employee, and Becoming the Right Person*. In promoting these books, I have appeared in over 100 national media forums, including television, radio, magazines, and book reviews. Feel free to visit my website at <http://deangualco.com>.

As faculty, I believe we should not only “**educate the mind to better the individual, but educate the soul to better the world.**” Education has the transformational ability to create a moral, intellectual and philosophical person, one who makes the right decision at the right time and for the right reasons. We graduate not only individuals, but learned scholars with an interest and ability to not just change themselves but the world as well. It is a noble endeavor, and I am honored to join our students on this admirable journey.

University Mission Statement

Alliant International University prepares students for professional careers of service and leadership, and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world.

Course Description

This is an introductory course on the heterogeneity of American life. It explores the origins of social inequality, ethnicity, class, and gender. The class provides students the knowledge and competency needed to critically evaluate issues of race, human diversity and social organizations using a multiplicity of academic sources and media presentations. A section of the course will be devoted to a discussion of the effects of class inequality, institutional racism, sexual orientation and disability, and how prejudice engenders social inequality. Further, the class will focus on a brief review of religions, and their impact on gender and privilege. Importantly, this course offers you the opportunity to share with classmates how power, privilege, social and gender difference may have impacted your life.

Program Learning Outcomes

- **PL01:** Students, as fluent readers, will understand, analyze, and evaluate readings from a variety of texts.
- **PL02:** Students will effectively use the English language, writing and speaking with clarity, coherence, and persuasiveness.
- **PL03:** Students will comprehend and use quantitative concepts and methods to interpret and to critically evaluate data, and to effectively problem-solve in a variety of contexts demanding quantitative literacy.
- **PL04:** Students will locate, access, analyze and utilize information that facilitates learning and critical inquiry and to adhere to the standards of academic honesty in their use of that information.
- **PL05:** Students will demonstrate competency in digital literacy, including fundamental concepts of computing and fluency in the use of contemporary digital devices, social media, and information technology.
- **PL06:** Students will think critically, independently, and creatively; will synthesize existing ideas, images, or expertise in original ways; and will make informed and logical judgments.
- **PL07:** Students will assess their own ethical values; engage in ethical conduct and socially responsible action; recognize ethical issues in a variety of settings; think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.
- **PL08.** Students will recognize and appreciate cultural diversity; analyze and explore complex global challenges; interact and collaborate respectfully with diverse others; and will develop a global perspective grounded in the understanding of international cultures, issues, and trends linking communities around the world.

Course Learning Outcomes

- CLO1: Develop an understanding of systems of privilege and difference in our society
- CLO2: Develop an awareness of the status of ethnic minorities and women, and how divisions, and inequality of opportunity have affected society's norms and values.
- CLO3: Understand that access to wealth, power and prestige arise from differences between peoples and cultures
- CLO4: Understand the roots of racism and sexism and how they are inextricably linked
- CLO5: Develop critical thinking of marginalized groups

Professional Standards Alignment (adjust column 1 as needed)

Professional Standard(s) Addressed	Outcomes (course level outcomes)
PLO1, PLO7, PLO8	CLO1: Develop an understanding of systems of privilege and difference in our society
PLO1, PLO7, PLO8	CLO2: Develop an awareness of the status of ethnic minorities and women, and how divisions, and inequality of opportunity have affected society's norms and values.
PLO1, PLO7, PLO8	CLO3: Understand that access to wealth, power and prestige arise from differences between peoples and cultures
PLO1, PLO8	CLO4: Understand the roots of racism and sexism and how they are inextricably linked
PLO6, PLO8	CLO5: Develop critical thinking of marginalized groups

Student Expectations

Respectful Speech and Actions

As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

Professional Behavior

This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. As a student, you should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. You are expected to exemplify professional behavior in all aspects of your participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

Expected In-class (Online) and Preparation Time per Week

Weeks	In-Class Time (Discussions, interactions, delivering presentations, viewing lectures, exams) *in-class and online	Preparation Time (reading, major assignments, homework)
Week 1	3 hours	6 hours
Week 2	3 hours	6 hours
Week 3	3 hours	6 hours
Week 4	3 hours	6 hours
Week 5	3 hours	6 hours
Week 6	3 hours	6 hours
Week 7	3 hours	6 hours
Week 8	3 hours	6 hours
Week 9	3 hours	6 hours
Week 10	3 hours	6 hours
Week 11	3 hours	6 hours
Week 12	3 hours	6 hours
Week 13	3 hours	6 hours
Week 14	3 hours	6 hours
Week 15	3 hours	6 hours

In class time includes 1 hour per week of other instructional activity designated by instructor.

Note. Expected weekly time is calculated at the number of hours per unit, times the number of units, divided by the number of weeks in the course for the following:

- Class time: (15 x 3 of units) / 15 of weeks
- Preparation time: (30 x 3 of units) / 15 of weeks

Required Course Materials

James M. Henslin, Essentials of Sociology: A Down -To- Earth Approach (11th Edition ISBN 10:0-13380354-6, ISBN 13:978-0-13-380354-9)

DOCUMENTARIES ON RACE, GENDER, AND SEXUALITY IN THE MEDIA:

1. Race: The Power of an Illusion
2. Race 2012: A look at race, politics and changes in United States.
3. FREE TO RIDE: CIVIL RIGHTS AND TRANSPORTATION
4. Understanding Ethnicity, Race and Racism, You Tube
5. Racism: A History
6. Miss Representation
7. Breaking Inequality
8. Ethnic Notions
9. A Class Divided
10. Attacking Affirmative Action (PBS)
11. Unnatural Causes: What connections exist between healthy bodies, healthy bank accounts, and skin color? (PBS)
12. Eyes on the prize

13. Mississippi Masala (Mira Nair)
14. U.S. Mexican War (YouTube)
15. The other side of immigration
16. Wrestling with manhood

Key Topics of Discussion

<ul style="list-style-type: none"> • Globalization 	<ul style="list-style-type: none"> • Nations and nationalism
<ul style="list-style-type: none"> • Civilization 	<ul style="list-style-type: none"> • Capitalism and other economic systems
<ul style="list-style-type: none"> • Freedom and liberty 	<ul style="list-style-type: none"> • Freedom of thought, opinion
<ul style="list-style-type: none"> • Race and race relations 	<ul style="list-style-type: none"> • Affirmative Action
<ul style="list-style-type: none"> • Gender and the glass ceiling 	<ul style="list-style-type: none"> • Income and Income Equality
<ul style="list-style-type: none"> • Culture and cultural competencies 	<ul style="list-style-type: none"> • Assessing culture
<ul style="list-style-type: none"> • Attitudes, behaviors, perspectives 	<ul style="list-style-type: none"> • Communication and communication styles
<ul style="list-style-type: none"> • Diversity 	<ul style="list-style-type: none"> • The advantages/challenges of diversity
<ul style="list-style-type: none"> • Conflict and conflict resolution 	<ul style="list-style-type: none"> • Mediation and coaching
<ul style="list-style-type: none"> • Team building 	<ul style="list-style-type: none"> • Creative thinking, ingenuity and problem-solving skills
<ul style="list-style-type: none"> • Traits of a global citizen 	<ul style="list-style-type: none"> • Living in a global world
<ul style="list-style-type: none"> • The world of the future 	

Instructor Policies

Late Assignments

Technological issues are not considered valid grounds for late assignment submission. In the event of a server outage, students should submit assignments to the instructor directly through email and when systems are restored, submit those assignments according to syllabus instructions. Unless an Incomplete/In Progress grade has been granted, assignments submitted after the last day of class will not be accepted.

Engagement and Discussion Requirements

Class engagement and discussion are a part of your final grade. I will assess your level of engagement; however, engagement requires you to be actively engaged in the weekly classroom activities and discussion. The best contributions reflect excellent preparation, good listening, and interpretative and integrative skills.

Group Work

At times throughout your program you will be expected to work effectively in diverse groups of three to five students to achieve tasks. Group projects are outcome-based, which means that all members in the group will generally earn the same grade for group projects. However, I reserve the right to report different grades for group members if I see a substantial imbalance in individual contribution. I read all of the entries/discussions/interactions on your Group Homepage. If I do not see you active participating in your group, then that will adversely affect your personal grade.

Feedback

Each week, I will provide grades/scores and comments on assignments within 4 days of the last day of the week unless I notify you otherwise.

Syllabus/Schedule

This syllabus constitutes a contract between the instructor and the students in the course. While every effort will be made to present the material as described the instructor retains the right to alter the syllabus for any reason at any time. When such changes are made every effort will be made to provide students with both adequate notification of the changes and to provide them with sufficient time to meet any changes in the course requirements. The weekly schedule for this course may be viewed online.

University Administrative Policies & Student Resources

You are held responsible for understanding and adhering to all policies contained within the University's Catalog located at <http://catalog.alliant.edu>. However, some of those policies have been selected to be highlighted in this document.

Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.

An act of plagiarism (defined in the University catalog as "Any passing off of another's ideas, words, or work as one's own") is considered to be a violation of the *University's Student Code of Conduct and Ethics: Academic* and will be addressed using the Policies and Procedures outlined in the University's Catalog located at <http://catalog.alliant.edu>. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism.

Disability Accommodations Request

The University provides reasonable access to facilities and services and to programs for which students are otherwise qualified without unlawful discrimination based upon qualified disability. The University will provide reasonable accommodations to individuals who currently have a disabling condition, either physical or mental, that is severe enough to substantially limit a major life activity.

Students with disabilities may obtain details about applying for services from the Office of Accessibility at each campus. Students must provide documentation from a qualified professional to establish their disability, along with suggested reasonable and necessary accommodations. Students should request accommodations at the start of each semester. For more information, visit the Office of Accessibility Services at your campus or go to <http://www.alliant.edu/about-alliant/consumer-information-heoa/disability-services/index.php>.

Policy on Religious/Cultural/Spiritual Observance by Students, Staff and Faculty

In keeping with the institution's commitment to respect and affirm cultural, religious, and spiritual diversity, the University supports the rights of students, staff, and faculty to observe religious/cultural/spiritual obligations that conflict with the University's schedule. Faculty instructors and staff/administrative supervisory personnel are expected to make reasonable accommodations when a student or an employee is absent from class or work because of religious/cultural/spiritual observance.

Attendance

The University expects regular class attendance by all students. Each student is responsible for all academic work missed during absences. When an absence is necessary, students should contact the instructor as courtesy and to check for assignments. See the University Catalog for the complete policy on attendance.

Students are expected to attend and participate in all classes for the full duration of the course, regardless of modality. In the case of an unexpected emergency, students are responsible for contacting and notifying the faculty prior to class time.

Students who do not attend a course for 14 consecutive days will be dropped from the course. Students who are absent from all courses for 14 consecutive days, and who do not notify the University in writing during this period of their intention to continue, will be administratively withdrawn from the University. The 14-day period does not include any official breaks or holidays. Note: Academically related activities are used to calculate a student's official last date of attendance with the institution.

Responsibility to Keep Copies

It is good practice to keep copies of ALL major assignments/papers you turn in. On rare occasions, work may be lost because of computer failure or other mishaps

Resources for Obtaining Tutoring or Other Student Support Services

Tutors are available to help students with course-based or exam-based needs. Contact the Director of Campus Services or Student Advisor for information on obtaining tutoring – or other student support services.

Problem-Solving Resources

If problems arise with faculty, other students, staff, or student support services, students should use the University Problem Solving Procedures located in the Alliant Graduate and Undergraduate Student Handbooks

Technology Requirements and Support

Answers to the most common issues are found in the Moodle Guides which are accessible by clicking Help link located in the top right-hand side of the canvas course Web Page. For any other Moodle or technical issues please contact the Alliant Help Desk by email at: Helpdesk@alliant.edu or by phone at: 1-844-313-4357.

Course Overview

SOC2201: Introduction to Sociology 1

Significance of Sociology Error! Bookmark not defined.

What is culture and cultural diversity?..... Error! Bookmark not defined.

Links between slavery and “white” privilege Error! Bookmark not defined.

Understanding Ethnicity Error! Bookmark not defined.

Ethnocentrism Error! Bookmark not defined.

Gender, privilege, and inequality Error! Bookmark not defined.

How systems of privilege work..... Error! Bookmark not defined.

Education, religion, social class, and conflict Error! Bookmark not defined.

Course Assignments and Grading

Grading is in accordance with the academic policies of Alliant International University.

Grading and Standards

The following describes the work to be completed, and how the final grade will be determined for this course:

Assignment	Percent of Final Grade
Sociology Research and Presentation (completed first two weeks of course)	10%
Country/ethnicity review	15%
Social group review	25%
The promise of diversity	20%
A global citizen	20%
Journal presentation	10%

Grading Scale

94-100	A	93-90	A-		
87-89	B+	84-86	B	80-83	B-
77-79	C+	74-76	C	70-73	C-
67-69	D+	64-66	D	60-63	D-
Below 59	F				

Assignments

All assignments are due at the beginning of class. Late assignments will not be accepted. All assignments are expected to be neat, typed, and double spaced with 1-inch margins. Times New Roman 12-point font and APA format is required.

- **due Tuesday, September 10**

Sociology Research and Presentation: **In pairs**, students will research the following, create a 8-10 slide PowerPoint presentation, and present to the class in an allotted 6-8 minute timeframe during the September 10 class. Each presentation will address, at a minimum:

- What is the study of sociology, and why study sociology?
- Three (3) of the most challenging issues impacting the United States, if not the world, are globalization/technological advancements, race relations and income distribution. In your PowerPoint presentation, address these 3 bullets:
 - How has globalization and the dramatic advancement of technology, both positively and negatively, affected the country and the world in which you live?
 - What is the state or status of race relations in the US? Is it better, or worse, than 10 and 30 years ago, and what are the causes of it becoming better or worse?
 - What is the state or status of income distribution/equality/inequality in the US? Is it better, or worse, than 10 and 30 years ago, and what are the causes of it becoming better or worse?
 - **IMPORTANT:** your answers to the above bullets are NOT based on your opinion. You must support your statements with citations and references and rely on information your team gathered through your research – include relevant citations at the end of your PowerPoint presentation.
- Finally, discuss how taking this course – and the study of sociology in general – will help create a better community in your world?.

- **due week of October 1**

Country/Ethnicity Review: In pairs, students will choose one country (each pair will choose a different country). The intent of this presentation to learn about another country and educate your fellow students on what was learned. The hope is that the class will gain a broader understanding and appreciation of other countries. Each pair will present what they learned in either a PowerPoint presentation or video presentation (5-7 minutes) addressing, at a minimum, the following:

- politics: type of political structure (executive, legislative, and judicial), philosophies, treaties, role in international affairs
- economic: economic conditions (inflation, interest rates), principle good/services and industries, principle imports and exports, major employment sectors
- cultural: language, food, landmarks, traditions, and other cultural characteristics

- how the chosen country adds to the growth, vitality and happiness to our world

- **due week of October 22**

Social Group Review: In different pairs, students will research a community/group that is ethnically, culturally and/or religiously different from one's own group by conducting interviews with one or more members of that group (each pair will choose a different community/group). The intent of this presentation to learn about another community and/or group and educate your fellow students on what was learned. The hope is that the class will gain a broader understanding and appreciation of other people and their ambitions, hopes, and dreams. Each pair will present what they learned in either a PowerPoint presentation or video presentation (5-7 minutes) addressing, at a minimum, the following:

- what group are you studying?
- why you have chosen that community/group?
- provide a brief historical or socio-economic background of the group.
- what specific questions did you ask to learn about this group, and why?
- what makes that group unique or different than others?
- challenges you see or foresee that may cause conflict or challenges between this community/group and others within society.
- politics: type of political structure (executive, legislative, and judicial), philosophies, treaties, role in international affairs
- what you HOPED to learn, and what you ACTUALLY learned?
- how does your interview and/or research change your perspective of this group, and how do you believe it can change others perspective of this community/group?

- **due week of Monday, April 1**

The promise of diversity. In different pairs, students will identify one media article or video on the challenges in a diverse society (lack of jobs, immigration, discrimination, etc.) and another media article or video on the promises of diversity (a diverse Congress, a vibrant culture, etc). Each article/video must be published within the last 12 months. The article/video will detail the challenges that diversity may bring to a specific segment of the population, organization or society, along with another article/video that details the benefits, promises and hope that a more diverse society can bring to the world. The hope is that the class will gain a broader understanding and appreciation of diversity, along with the real challenges that may arise and how best to overcome those challenges. In either a PowerPoint presentation or video presentation (5-7 minutes) address, at a minimum, the following:

- the definition of diversity
- the evolution of diversity in both the United States and the world, showcases how our country/world has become more diverse over the past century
- a brief review of your article/video on the challenges of a diverse society
- a brief review of your article/video on the promises of a diverse society
- specifically, at least 2 strategies that would address/overcome/alleviate the challenges as identified in your first article/video
- how a diverse society can be created/maintained in a fractious environment

- **due week of November 12**

A Global Citizen. The hope of this course is that each and every student becomes a "global citizen," one who is not simply a good community citizen but a cultured and worldly person who advocates for equality, justice, and fairness. In that light, in pairs student will present an 8-10 minute presentation that addresses the following:

- discuss how the world has changed over the past 50 years, including the nature of the global economy (trade blocks, etc.), political structure (destruction of communism, rise of socialism, etc.), and society (diversity, wars, etc.).
- discuss how the United States has changed over the past 50 years, economically, politically, and societally.
- how the role and responsibility of a country's citizen has changed over the past 50 years, including how that responsibility has changed over time. What did a country expect of its citizens in 1960, and how has that expectation changed over the years.
- finally, we recognize that the world has changed dramatically over the past 20 years. Discuss how those changes have impacted our society, and offer at least 3 strategies a society, and

an individual, can pursue to become a more productive, positive and encouraging force in a world where changing diversity and shifting cultures are becoming the expectation and the norm, forcing a world to continually restructure and reinvent how they work, how they interact with others, and how they contribute to making the world better.

- **due last week of class**

Journal presentation: Write at least 2 paragraphs following each course session that details what you learned. Then, in the last days of the course each student will give a short presentation on the 3 most important lessons they learned, and how they will implement what they learned to make a better world.