

**Sociology 1, sec. 61Z CRN 00957 INTRODUCTION TO SOCIOLOGY  
De Anza College Summer, 2022**

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Instruction: Asynchronous via Canvas Online  
Office Hours: Continuous via Canvas or Email

Text: **Giddens** Anthony, et al. *Essentials of Sociology*,  
8<sup>th</sup> ed. (**eBook option available**) The edition matters!

**Please read this syllabus thoroughly and carefully at the beginning of the course.**

This course will consist of a very abbreviated (we only have 6 weeks), online (via Canvas) introduction to the discipline of sociology. The course consists of 16 themes, and each of the themes corresponds to one of the course Modules (see below).

**DEPARTMENTAL STUDENT LEARNING OUTCOMES:**

**Student Learning Outcome: The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences.**

**Student Learning Outcome: The student will distinguish the sociological perspective from other sciences, including its methods, theories, and empathetic standpoint.**

**ADDITIONAL INSTRUCTOR LEARNING OUTCOMES:**

This is a course designed to give the student who takes it the ability to:

(A) Outline the research process and describe different methods used within the discipline of sociology; (B) Compare and contrast different forms of social social/cultural institutions; (C) Distinguish among and describe different types of social inequalities and analyze how they relate to systems of social stratification; and (D) Use sociological analysis to think critically about some of the domestic and global dilemmas we are currently facing (or not facing) and how one might go about effecting social change.

**Sociology Department Statement on Feedback:** The Sociology Department understands that students can interpret the feedback they get from teachers in a lot of different ways and that sometimes it can be difficult to receive critical feedback. We have high expectations for the quality of your work in our classes. We want you to know that when we give feedback, it is because we believe in your ability to reach those expectations. We believe in your intellectual abilities and in your desire to grow as a student. The goal of our feedback is to help you develop your skills.

**Organization of the Course:** In a fully asynchronous course such as this one, there are no scheduled face-to-face meetings between students and instructor nor among students. In essence,

such a course is self-teaching with guidance/assistance by an instructor. The student's motivation is the key to her/his success in such a course.

This online class will be taught using the Canvas course management system. If you have never taken an online course, and/or if you have never taken a course in Canvas, you will need to, as soon as possible, familiarize yourself with doing so. Information about Canvas and Online Education Orientation can be found in Canvas on the Student Resources page: <https://deanza.instructure.com/courses/3382>. The Student Online Resources hub with extensive information and tips can be found at [deanza.edu/online-ed/students/remotelearning](https://deanza.edu/online-ed/students/remotelearning). I have also included these and other introductory possibilities in the Pre-Class Module.

You access Canvas courses by clicking on Canvas on the De Anza College Home Page ([www.deanza.edu](http://www.deanza.edu)), or through your Portal, or in several other ways. When you do so you'll see your Dashboard, a list of De Anza College Canvas courses that you have been enrolled in. (You may not be able to see our course until Wednesday, April 6.) You will then be able to click on our course, after which you will be taken to the course homepage. To the left of the text of the homepage will be two lists. The list closest to the text is Course Navigation (which includes Home, Syllabus, Modules, etc.). The list to the left of Course Navigation is Global Navigation (which includes Dashboard, Courses, Calendar, etc.).

The six weeks of the course are organized into the sixteen Modules organized in our Canvas course. My expectation is that students will complete 3 Modules per week except for weeks 3 and 6 (the weeks of the Midterm and Final Exam), wherein only two Modules are expected to be completed. Students are to work in order through successive Modules to complete the course. Each Module will consist of assigned readings, a lecture to be viewed for that Module, and an R/R (see below) to be submitted when the student has completed the readings and viewed the lecture. The assigned readings may be from the textbook and/or from non-text sources. Non-text readings are listed as Pages within the Modules. It is expected that the student will first do the readings, then watch the lecture, and finally write and submit the R/R, in that order.

**Midterm and Final Exam:** You will take the Midterm and the Final Exam within Canvas. Both are *requirements* for passing the course. You can access them, after I have opened them up for you to access, by clicking Quizzes in the Course Navigation menu. In addition, instructions for taking these exams will be provided in the Modules. Both the Midterm and the Final Exam will have time limitations (which you will find in their respective instructions pages). Exams are to be taken **at a single setting** – once you begin you must continue until you are finished or until the time limit for the exam runs out. **The dates for the Midterm and the Final Exam are set – you must take them on those dates whether you have completed your preparation or not.**

#### **Course Requirements:**

- I. Discussion/Participation - 25%
- II. R/R's - 25%
- III. Midterm Exam - 25% administered Friday, July 15
- IV. Final Exam - 25% administered Friday, August 5

**Grading:** For each of the course requirements and the final course grade, I follow conventional grade point procedures: A = 4.0, an A- = 3.7, a B+ = 3.3, a B = 3.0, and so on. So, for example, if you receive an A for your Discussions/Participation grade, you get a 4.0 grade point for that course requirement. Secondly, I multiply your grade point for each requirement by its percentage of the course grade. Thus, to continue the example, your Participation 4.0 will be multiplied by .25 (because this assignment was 25% of your course grade), giving you 1.0 for Participation. Notice that if you get a 4.0 on every course requirement, you'd earn 1.0 for each, and  $1.0 \times 4 = 4.0$ , or an A. This math establishes your base grade which will be *at least* your grade, but *if* I feel you've earned it due to your growth over the course, I reserve the right to adjust it upward. Final grades are on the conventional scale wherein an A = 3.85+, an A- = 3.5 to 3.849, a B+ = 3.15 to 3.49, a B = 2.85 to 3.149, etc. **Notice that a student who gets a zero on any one of the four course requirements can achieve a maximum course grade of 3.0.**

**Discussion/Participation:** In our asynchronous class, there is no designed interaction between any of us, which is the usual meaning of "participation" in a course. In its place, there is a Discussion (accessed either in the Pre-Class Module or by clicking Discussions in the Course Navigation menu). The Discussion/Participation portion of your final course grade will be a matter of the quantity and the quality of your performance in the Discussion.

**R/Rs (Reading Reflections).** R/Rs are the main means you have of demonstrating that you are **thinking about and learning** the sociology that you are being introduced to. In a fully asynchronous course such as ours, R/Rs refer to your reflections on both the Module Lectures and the Module Readings. In my experience, there is a positive correlation between writing good R/Rs and performing well on exams. (An example of a good R/R is provided in the Pre-Class Module.)

**R/Rs are not summaries**, nor are they personal opinions (e.g., "I like...", "I agree with...", etc.). They are exercises in **critical thinking** (see the Critical Thinking Page in the Pre-Class Module). They may be critiques, questioning, or applications of what you've read and viewed. They may also check your understanding, provided you include what your understanding is. Your R/Rs should be long enough for me to assess how your brain is processing the new sociology that you are being introduced to (between a paragraph and a page in length). Your R/Rs should be interesting and provocative. I expect that your R/Rs will improve over the course as you get accustomed to writing them.

You may write about one sociologically interesting thing that stood out for you in the reading and lecture. On the other hand, you may write about the entire reading and lecture taken as a whole. Remember to **communicate, don't regurgitate**. Before you write, answer the following questions for yourself: What did I learn about sociology in this Module? What did I learn about the Module Theme from the readings and lecture in this Module? What did I find confusing or questionable from the readings and lecture in this Module, and how can I *demonstrate* this to Professor B. beyond just stating it? What did I learn that was interesting, surprising, eye-opening, etc. from this reading? **Do not worry about being "right" or "wrong"**: That is not the point of the R/R.

R/R's must be submitted to me, **via email**, *after you have completed* the Module Reading and viewed the Module Lecture. They must be submitted sequentially – for example, once you submit an R/R for Module 5, you cannot make up for any that you did not submit for Module 4 or for any previous Modules. I will read and evaluate your R/Rs, then assign to them one of the following designations:  $\surd+$  means you've posed an interesting and provocative R/R,  $\surd$  means you've posed an adequate one,  $\surd-$  means your R/R was inadequate. These you will receive as a reply to your emailed R/R. You may or may not receive a comment about your R/R, but a comment is in no way related to the evaluation of its quality.

**Midterm and Final Exams:** You will take both the Midterm and the Final exams within Canvas. You can access them, after I have opened them up for you to access, by clicking Quizzes in the Course Navigation menu. In addition, instructions for taking these exams will be provided before the exam date in Module 8 and in Module 16. Both exams will be open for you to take within predetermined date and time limitations (which you will find in their respective instructions pages). Exams are to be taken **at a single setting** – once you begin you must continue until you are finished or until the time limit for the exam runs out.

**Instructor Expectations:** There are several expectations I have for students in this course, as follows:

**i) *courtesy.*** It is expected that all students will be respectful toward one another and the professor (and vice versa). In an asynchronous online class, this means in what we write.

**ii) *preparation.*** In this course, both the quantity and the quality of your reading matters. **It is most important that you *keep up with the reading***, so you are prepared to take the exams within the dates and times they are available to be taken. Do not read to memorize specifics, as you would for the purposes of testing. Instead, read critically and analytically to comprehend and to be able to **discuss** the reading (in fact, it wouldn't hurt to read each assignment more than once).

**iii) *participation.*** As mentioned, participation in this course refers to making contributions to the course Discussion. In the Discussion, I am expecting you to demonstrate, by your *informed and consistent* contributions, your intellectual engagement with the lecture and assigned readings.

**iv) *special needs.*** If you have any physical, mental, or other disability, either hidden or visible, which may require any exam-taking or other reasonable modifications, please notify me as soon as possible. You should also be in contact with Disability Support Services. Please refer to Student Support and Disability Services in the Pre-Class Module.

**v) *communication.*** Do not be reluctant to keep the lines of communication open between us. Feel free to inform me of your ongoing experiences in the course. This includes any problems you're having with Canvas, the readings, with the Discussion, or anything else. Regarding the Discussion: It is important that students begin to develop an appreciation for the difference between intellectual criticism (encouraged) and personal attack (prohibited), and to develop skills including the presentation of one's ideas, the acceptance of criticism, and the offering of criticism.

**vi) independent individual work.** R/Rs and exams must be free from plagiarism, joint composition with classmates or others, and any other form of cheating. Violation will result in a zero for that assignment, and the student will be referred to the Social Sciences/Humanities Dean for disciplinary action.

**vii) make up/revision/extra credit policy.** I do not accept make up work, allow revisions, or allow make up exams, unless the Dean of Social Sciences/Humanities requests it (which means you must convince him, not me). I do not accept extra credit work.

**viii) being informed.** As a college student, and especially one taking a sociology course, I expect you to be aware of what's going on in the world. Please watch the world/national news daily (or obtain comparable awareness by another means). Try to make connections between current events and what you are learning in class.

**If you are caught violating any of the course policies once,** I will report your violation to the Social Sciences/Humanities Dean for possible disciplinary action. **A second violation** will result in the filing of an Advocate report with the Dean of Student Development, Michelle LeBleu Burns. Then you will be required to meet with Dean LeBleu Burns, who will put a letter in your file and decide about your continuing in the class. I don't know how I can make it any clearer about how seriously I take these expectations. Yet, it's depressing how often that there are some students who just don't seem to get it. Please don't be one of them this summer.

**Exceptions to Instructor Expectations:** If you have a legitimate and unavoidable reason for not being able to comply with any of the above expectations, then (1) we should discuss it, via email, as soon as possible, and (2) do not sign and turn in your Syllabus Acknowledgment until after we have discussed it.

**If You Need Help:** The Student Success Center offers individual and group tutoring, as well as several types of workshops. Students who use its services succeed at much higher rates than those who do not. As you may know, De Anza now also offers free online tutoring with Smarthinking, available to all students via MyPortal. For more information, go to [www.deanza.edu/studentssuccess](http://www.deanza.edu/studentssuccess).

**Your Instructor:** Kamau Birago, Ph.D. You may call me Professor Birago (pronounced bī-RAH-gō) or Professor B. I'm aware that some students in past courses have concluded that I am "intimidating" after reading my syllabus, but these students have made an incorrect inference. The correct inference is, simply, "Professor B. is trying to provide me with all of the information I need in order to be successful in his class." The most efficient means of communication with me is via email (if you want it to be confidential) or via the Inbox in the Canvas Global Navigation. More about me is to be found in our Canvas Homepage, and if that isn't enough, just ask me for more!