

**THE UNIVERSITY OF NEW MEXICO—VALENCIA**  
**SYLLABUS FOR INTRODUCTION TO SOCIOLOGY (SPRING 2022)**

**SOCI 1110 SECTION 502 (3-CREDIT) / CRN 56394**

**Mon & Wed: 12:00 noon – 1:15 PM @ A140**

**Office hours: M/W: 10 – 10:30 AM @A-142A**

**M: 1:30 – 2:30 PM @A-142A**

**Tu/Tr: 11 AM – 1 PM [via zoom](#)**

**(Meeting ID: 950 2901 6155 / Passcode: 393220)**



**Instructor: Dr. Julia Wai-Yin So @ [juliaso@unm.edu](mailto:juliaso@unm.edu) (the best way to reach me)**

Schedule a one-on-one virtual meeting via MS-Teams with me at [Calendly](#).

Emergency contact: call the Academic Office at 505-925-8600

To protect all students, faculty and staff, UNM requires everyone to be vaccinated and boosted as well as wearing face masks when indoor on campus. If you do not have a mask, we will provide you one. If you refuse to wear one, we will ask you to leave the classroom. If you refuse to leave the classroom, we will dismiss the class. If the above situation repeats, your will be dropped from the course.

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## A Welcome Message from Me to You

I am Dr. Julia Wai-Yin So, but the kind of doctor that has no patients. I am Chinese-American and my Chinese name is 蘇惠賢. My Last name is So which, in Chinese, means mint as well as to revive. Wai-Yin (惠賢) is my first name. It means intelligent and virtuous. Julia is my baptismal name. It means youthful. Do you know the meaning of your name?

I am a native of Hong Kong and came to the U.S. in 1980. I lived in Connecticut for two years and Texas for 26 years before moving to NM in 2008. Before migrating to the U.S., I had also lived in Japan and Ecuador for 6 and 2 years respectively.

When I was a community college student, I was advised to major in social work. After taking an intro course in psychology and one in sociology, I fell in love with sociology. Fascinated with sociology, I moved on to earn my BA (with summa cum laude) and MA in sociology. My doctoral degree is in Political Economy and Public Policy which is a multi-disciplinary degree in political science, economics, and sociology. My dissertation compares the academic performance of four racial/ethnic groups of high school students with respect to their labor force participation.

Today, my primary interest remains in the academic performance of students, though focus on college students. This passion also drives my teaching philosophy which is to help students learn and cultivate a habit of critical thinking--an essential skill that helps you survive and thrive in today's society. In general, learning is about expanding our world view and enriching our perspectives, not to mention improving the community that we live in. It is an intellectual process that involves reading, writing, observing, discussing, and thinking critically. To reap the most benefits out of this course, I encourage you to reflect on your understanding of the course material as we examine the social world around us, while applying the knowledge gained to your daily lives.

My role as your instructor is to facilitate your learning. How much you learn depends on the amount of work you put into it; and hopefully, you will have fun while doing it. Enjoy the ride and not to worry too much about the grade. It is only one indicator of your course performance. It does not define who you are!

## Course Description

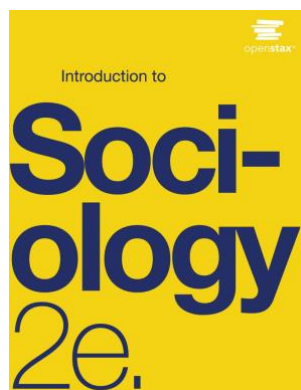
This **college course** requires both reading and writing. Designed to introduce to you, the student to the basic **concepts and theories of sociology**, as well as the **methods utilized in social research**, it addresses how sociological concepts and theories can be utilized to analyze and interpret our social world, and describes how profoundly **society and groups influence us**. Your “taken-for-granted” or “common sense” understandings about society, social institutions, and social issues will be challenged. Special attention will be paid to the intimate **connections between personal lives and the larger structural features of social life**. The implications of social inequalities, such as race/ethnicity, gender, and social class will also be discussed.

## Required Textbooks & Materials

1. [Introduction to Sociology \(2nd ed\)](#). OpenStax College. 2015. This is an open source textbook. Click at the QR code or the book cover to download the textbook. ISBN-10 1938168410 or ISBN-13 978-1-938168-41-3.



A QR Code to download the textbook



An image of textbook cover.

2. [Workbook for Introduction to Sociology](#). Julia W. So. 2020. (3<sup>rd</sup> ed.) Kendall Hunt Publishing Company. Coil-bound hard copy: ISBN 9781524955847. eWorkbook: ISBN 9781524959661

Purchase it at the campus bookstore; or click at the image on the right. The link will take you to the publisher website where you can purchase it directly. Please note that *all* royalties from the workbook are donated to Valencia’s scholarship fund.

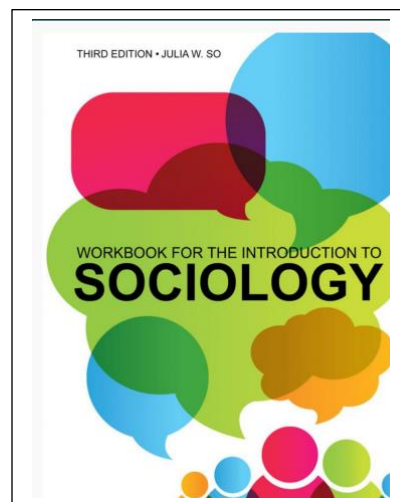


Image of the workbook cover

3. A [valid UNM email address](#)
4. For full functionality of UNM Learn, use a [supported browser and OS](#) instead of the [mobileapp](#).
5. Individual personal account to access [Films on Demand](#) from UNM-Valencia Library
6. A one-inch 3-ring binder & one pack of 4-tab dividers to organize your notes, handouts, and assignments by 4 units.

7. Red-ink pen for your own personal questions in the Workbook
8. Black- or blue-ink erasable pen for written exams
9. #2 pencil and an eraser that does not smear– for scantron exams
10. UNM Lobo ID card – for taking exams and checking out materials at UNM-Valencia Library. **You must show your Lobo ID when you turn in exam (1)**; otherwise, five points will be taken off from the exam.

## Course Learning Outcomes

At the end of the semester, when you do your part as a student, you will be able to:

COURSE LEARNING OUTCOMES ON CONTENT <sup>1</sup>	COURSE LEARNING OUTCOMES ON ESSENTIAL SKILLS <sup>2</sup>
<p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>· Describe the three sociological perspectives and illustrate their application (Workbook set 1)</li> <li>· Apply the perspectives of symbolic interactionist theory, conflict theory and structural-functionalist theory to qualitative and/or quantitative data (Workbook set 1)</li> <li>· Define <i>sociological imagination</i> and explain the relationships between social structure, social forces, and individuals (Workbook set 1)</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>· Verbal communication with peers &amp; instructor</li> <li>· Written communication expressed in exams &amp; video reflection essays</li> <li>· Reading &amp; analyzing reading assignments</li> <li>· Evaluating &amp; presenting an argument</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>· Problem setting</li> <li>· Evidence acquisition</li> <li>· Evidence evaluation</li> <li>· Making an argument &amp; drawing conclusion</li> </ul> <p><b>Personal &amp; Social Responsibility</b></p> <ul style="list-style-type: none"> <li>· Intercultural understanding and competence</li> <li>· Explain &amp; work with issues pertaining to human activities</li> <li>· Ethical reasoning on human problems</li> <li>· Teamwork &amp; collaboration skills</li> <li>· Civic knowledge, discourse &amp; engagement</li> </ul>
<p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>· Describe the contributions that sociological knowledge can bring to the social sciences (Workbook sets 2 - 3)</li> <li>· Describe the three sociological perspectives and illustrate their application (Workbook sets 2 - 3)</li> </ul>	
<p><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>· Explain the relationships between social structure, social forces, and individuals (Workbook sets 4 - 7)</li> <li>· Describe the three sociological perspectives and illustrate their application (Workbook sets 4 - 7)</li> </ul>	
<p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>· Explain the relationships between social structure, social forces, and individuals (Workbook sets 8, 9 &amp; 10)</li> <li>· Explain intersectionality and the connections between race, class, gender, disability, sexual identity and other forms of structural inequality (Workbook sets 8, 9 &amp; 10)</li> </ul>	

*A table showing course learning outcomes.*

<sup>1</sup> Please refer to the course map (downloadable from Learn) for learning activities and assessment tools used to assess your learning,  
<sup>2</sup> This course is web-enhanced, the rubrics for the three areas of essential skills are in the Treasure Folder of this course at UNM Learn.  
 Syllabus for SOC 1110-502 (Spring 2022): Page 3 of 12 Pages  
 UNM-Valencia/Dr. Julia W. So  
 Course instructor reserves the right to modify this syllabus

## Student Code of Conduct

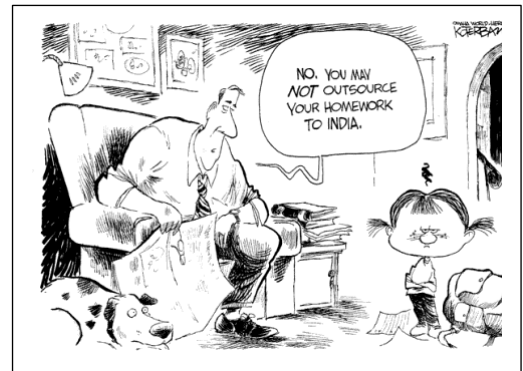
Students will be disciplined when engaged in any behaviors that “affect adversely the University’s educational function...or...interfere with the rights of others to pursue their education, to conduct their University duties and responsibilities or to participate in University activities” per [UNM policy](#).

**Mutual respect** is expected between students as well as between you and me, your professor.

In an effort to meet obligations under Title IX, UNM faculty are considered “responsible employees” by the Department of Education (see [p. 15](#)). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct or sexual violence made to a faculty member must be reported to the Title IX Coordinator at the Office of Equal Opportunity ([oeo.unm.edu](http://oeo.unm.edu)) at Main Campus. Read more information on the [campus policy regarding sexual misconduct](#).

**Academic Dishonesty** includes “dishonesty in quizzes, tests, or assignments; claiming credit for work not done by you or done by others; hindering the academic work of other students” and **Plagiarism**—an academic theft. It is when you copy an idea or any text that is more than six words from any source, including the Internet or your friends, without citing the source. To avoid plagiarism, you **must** enclose whatever you copy in quotation marks and **cite the source**. Any student suspected of academic dishonesty will be subject to the investigative and [disciplinary process of UNM](#).

This course has a **zero tolerance policy** on academic dishonesty. When found guilty, the student will be dropped from the course and a report will be submitted to the Instruction Dean. The same



## Attendance Policy

**Attendance and class participation are mandatory.** You have two free passes for missing classes with no questions asked. Unless you notify me about your absence, you will be dropped from the course when you miss more than two consecutive class sessions or miss exam 1 without contacting me. **If you are on financial aid, I urge you to attend *all* class sessions and participate in class activities, so you will pass this course and keep your future eligibility for financial aid.**

## Late Assignment Policy

You have two free passes for submitting late assignments, with no questions asked. Please turn in your late assignment in hard copy with the pass to me personally. Beyond the two free passes, no late work is accepted.

## Technology Assistance

If you encounter problems while assessing *UNM Learn* or other online related issues, please create a support ticket under Main Campus' UNM Learn (the link is located on the left panel of the course page) or contact Valencia's IT [Support Service](#). Please read additional info @ [Online Learning Resources](#).

## Mutual Expectation

**This is a college course—it requires both reading writing, and critical thinking.** If you dislike reading and/or writing, this is your opportunity to cultivate such habits. This course is also your opportunity to acquire the habit of a critical thinker. You are required to independently complete the following activities each week:

- read between 40 and 60 pages of assignments
- complete the set in the workbook

### COMMUNICATION WITH ME

- The best way to reach me is via UNM LoboMail, not your personal email.
- Make an appointment with me in advance to reduce your waiting time at my office, or make an appointment with me at [Calendly](#). We will meet via MS-Teams.
- You are welcome to speak with me before or after class. Please be aware that these conversations have to be brief and are not private conversations.

### YOU CAN EXPECT ME TO ...

- not accept late work or work that is not typed.

- respond to your eMail in LoboMail by the next business day.
- return all assignments in no more than two weeks.
- come to class on time and be prepared to teach.
- contact you when you miss **two** class sessions.
- keep your phone/digital device until the end of the class session, when you use it for class-unrelated activities or without my permission.
- give you only one verbal warning when you are disruptive in class before I ask you to leave.
- call campus police to escort you out of the classroom when disruptive behavior continues.



**To excel in this class, it is critical that you follow the course schedule and do the work.**

## Course Grading Scheme – A Roadmap to your Course Success

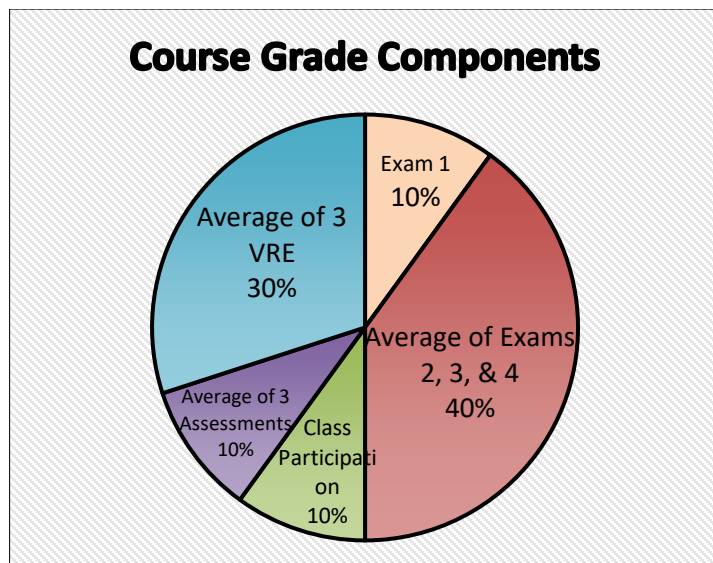
What suggestions would you give to future students to help them succeed in this course?

Keep up with the work. Dr. SD is not kidding when she says you'll pass if you show up and do your work!!

**TO EXCEL THIS CLASS, I HIGHLY RECOMMEND YOU...**

- **come to class and do the work.**
- complete **all** reading assignments for the week **before** coming to class.
- spend a minimum of six hours per week on learning activities pertaining to this course. These activities include (1) reading the

textbook to seek answers for the questions in the Workbook, (2) reviewing and organizing the lecture notes so to create your own study notes, (3) submitting the assignments on time, and (4) studying for exams.



Exam 1	10%
Average of exams 2, 3 & 4	40%
Average of 3 video reflection essays	30%
Average of 3 assessments	10%
<u>Class participation</u>	<u>10%</u>
<b>Total</b>	<b>100%</b>

**Exams (50% of Course Grade)**

To assess your understanding of materials, four exams will be given. Each exam is worth 100 points. The first exam accounts for 10% of course grade whereas the average of the other three exams accounts for a total of 40% of your course grade. Format for scheduled exams includes true/false, multiple choice, matching, fill-in-the-blanks, and short-answer essays. **All exams are closed book and closed notes. No make-up exams or re-takes are given. If you miss the first exam without contacting me, you will be dropped from the course.** Under extenuating circumstances, only **ONE** make-up exam is permitted with supporting documents from a bona-fide party. Make-up exam is all short-answer questions and has to be taken before the scheduled exam. **Be sure to have your Lobo ID with you on exam days.**

If UNM closes on the day of final exam because of inclement weather or other reasons, your final course grade will be calculated based on all work assessed up to that point during this semester. It includes the grades from: (1) the first three exams, (2) three video reflection essays, (3) class participation, (4) assessment assignments, and (5) all of your earned extra credit.

**Assessment Assignments (10% of Course Grade)**

Three assessments are required—submit them in Learn. Each assessment is worth 10 points. The average of the three assessments accounts for 10% of the course grade. Check course schedule below for due dates.

- Assessment (1): Test Anxiety Assessment
- Assessment (2): Gratitude Assessment
- Assessment (3): Self-esteem Assessment

### CLASS PARTICIPATION GRADE: (10% OF COURSE GRADE)

**Attendance is mandatory.** Class session format includes lectures, team activities, videos, and/or team discussions. Students are randomly assigned to Learning Teams of three. Your team is to take quizzes and exams together, discuss materials, and participate in team activities throughout the semester. As a team, you are to assign a speaker at each class session. The assigned speaker will speak for the team in class. You do not earn any grade for the day that you are absent. I hope you will find the class interesting and engaging because interest and engagement are valuable parts of your learning.

### Guidelines for group discussions:

- recognize we all have misinformation
- acknowledge we live in a society where various forms of privilege and oppression exist
- appreciate your peers are like you--doing the best they can to learn
- listen with an open mind and speak with an open heart
- practice active listening



### VIDEO REFLECTION ESSAYS (VRE: 30% OF COURSE GRADE)

A total of three VREs are required. Students are required to watch a video and write a minimum of 500-word reflection essay, addressing the questions in the assignment sheets. Each VRE is worth 50 points. The average of the three essays accounts for 30% of course grade. A grading matrix is provided on the assignment sheets. Check course schedule below for due dates.

VRE (1): *Food Inc.*

VRE (2): *Raising Cain*

VRE (3): *Unnatural Causes: Is Inequality Making Us Sick?*

### Extra Credit Opportunities (ECE)

A total of four extra credit essays (ECE) are offered. Each ECE is weighted to account for up to 2 points towards your final course grade. Check course schedule below for due dates.

\*According to [UNM policy](#), the passing grade of all sociology courses is a "C." Students must complete all course requirements to earn credit for the course. Those who fail to complete the requirements will be assigned an "F". To protect student's privacy, grades will only be given out face to face. The final letter grade will be posted on LoboWeb. It is based on the following:

99 - 100	A+
90 - 98.9	A
87 - 89.9	B+
80 - 86.9	B
77 - 79.9	C+
72 - 76.9	C*
67 - 71.9	D+
60 - 66.9	D
Less than 60	F



Please note that any grade less than a 72 is a failing grade.

## Course Schedule of Learning Activities

**\*Set refers to the workbook & Ch refers to the textbook**

### Unit I – Approaches & Paradigms Used in Studying Society

Wk	Date	Set	Ch	Topics/Assignments
1	1/17 (M)			MLK federal holiday - campus closed
	1/19 (W)	1	1	Team Assignment Student Intake Form
2	1/24 (M)			
	1/26 (W)			Due – Assessment (1) <i>Test Anxiety Assessment</i> – submit in Learn
3	1/31 (M)			
	2/1 (W)			<b>Exam I on Unit I</b> Last day to submit Student In-take Form in person at my office by 12:00 pm (5 pts extra credit toward Exam I)
				2/3 (F)--Last day to drop a course without a grade

### Unit II – Socialization and Social Institutions

Wk	Date	Set	Ch	Topics/Assignments
4	2/7 (M)	2	3	Due--ECE (1) – submit in Learn Culture
	2/9 (W)			
5	2/14 (M)			
	2/16 (W)	3	6	Social Structure: Groups and Organization
6	2/21 (M)			Due—VRE on “Food Inc.” – submit in Learn
	2/23 (W)	4	5	Socialization Tent. - Special presentation for extra credit essay – essay is due on Monday 3/7
7	2/28 (M)			Due—Assessment (2) On Gratitude – submit in Learn
	3/2 (W)			<b>Exam II on Unit II</b>

### Unit III – Social Institutions

Wk	Date	Set	Ch	Topics/Assignments
8	3/7 (M)	5	14	Due – ECE (2) on the presentation on community mental health – submit in Learn Institution of Family
	3/9 (W)			
9				3/13– 3/20 Spring Break
10	3/21 (M)	6	16	Institution of Education



				Due--VRE on "Raising Cain." – submit in Learn
	3/23 (W)			
11	3/28 (M)			Due—Assessment (3) On Self-Esteem – submit in Learn
	3/30 (W)			
12	4/4 (M)	7	18	Institution of Work (Textbook: Section 18.3)
	4/6 (W)			
13	4/11 (M)			<b>Exam III on Unit III</b>

## Unit IV – Social Inequality

Wk	Date	Set	Ch	Topics/Assignments
13	4/13 (W)	8	9	Due – ECE (3) on socialization – submit in Learn Social Stratification
<b>4/15 (F) Last day to withdraw <u>without</u> the permission of the Dean of Instruction</b>				
14	4/18 (M)			
	4/20 (W)	9	11	Racial/Ethnic Inequality
15	4/25 (M)			Due—Unit (4) VRE on "Unnatural Causes: Is Inequality Making Us Sick?" – submit in Learn
	4/27(W)			
16	5/2 (M)	10	12	Gender Inequality
	5/4 (W)			Due – ECE (4) on Racism – submit in Learn
<b>5/6 (F) -- Last day to withdraw <u>with</u> permission of the Dean of Instruction</b>				

**Mandatory Final Exam on Unit IV : Wednesday May 11 (11:30 AM – 1:30 PM)**

***Your Success in this Course Depends on YOU!  
Your Success in Life Also Depends on YOU!***

**Resources to help you succeed academically  
(Info accessed from UNM-Valencia website on 12/31/2021)**

**VETERAN SUPPORT SERVICES:** If you are a veteran, I strongly encourage you to **identify yourself to me**, especially if you seek awareness for or need accommodations. For additional assistance, please contact Frances Duran (Campus Branch Registrar) at 505-925-8585 or [fduran@unm.edu](mailto:fduran@unm.edu)

**SUPPORT SERVICES FOR STUDENTS WITH DIFFERENT NEEDS:** In accordance with [University Policy 2310](#) and Americans with Disabilities Act (ADA), if you are a **student with documented physical or learning disability**, please contact me as soon as possible to

make necessary accommodations. If you have special need and require accommodation in the classroom or other academic setting, it is **your** responsibility to contact the [Office of Equal Access Services](#) at 505-925-8560.



## Universal Design for Learning Principles (UDL)

To create a more inclusive learning environment, I try my best to employ Universal Design for Learning (UDL) principles, which emphasize the use of

multiple means of representation, expression and engagement during lesson development in order to effectively reach the widest possible number of students from the outset, rather than through individual "retrofits" of instruction and assessment.

## Accommodation for Spiritual Tradition and/or Faith-based Observance

Please notify me of your obligations to spiritual tradition or faith affiliation. Reasonable accommodation for such observances, upon request in advance, will be considered.

## Citizenship and/or Immigration Status: I

welcome all students in this class regardless of citizenship, residency, or immigration status. I respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are generally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM has made a core commitment to the success of *all* our students, including members of our undocumented community (<http://undocumented.unm.edu/>)

## I am an Ally of NM Dream Team



### GENDER NEUTRAL RESTROOMS

They are three: two are inside the Writing Center and the third one is next to the elevator between Nursing Education Center and Student Community Center.



An image of a gender neutral restroom

## Safe Zone Areas

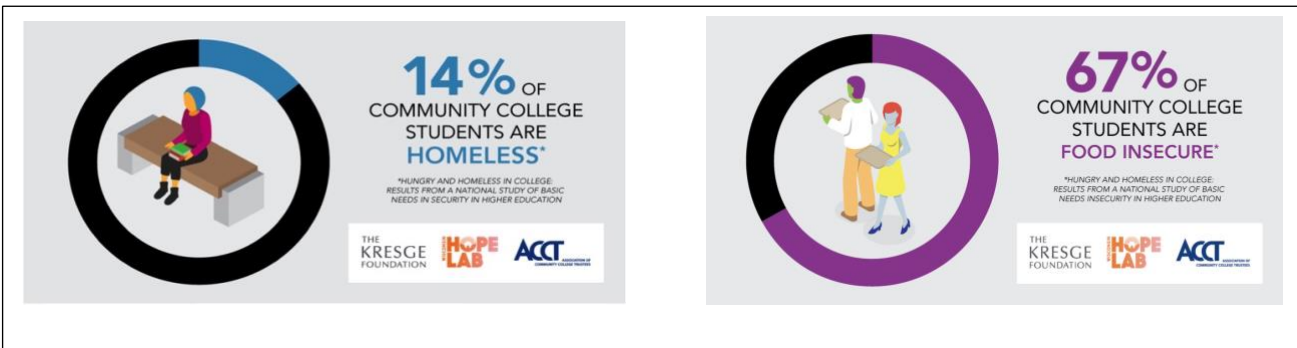
Located throughout the campus, these Safe Zone areas offer a safe space for LGBTQI students to share a conversation. You are always welcome in my office.



An image of Safe Zone

## Food and Housing Insecurity

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please **contact Senior Student Success Specialist--Nazareth Garcia** ([ngarcia25@unm.edu](mailto:ngarcia25@unm.edu) or 505-379-3911) for support. Furthermore, if you feel comfortable to let me know of your situation, not only will I respect your privacy, but will also share any resources that I know of.



## Course/Campus Resources:

### Course/Campus Resources:

- [Campus Police](#): (505) 925-8570
- [Career Services](#): (505) 925-8840
- [Technology Support](#): (505) 925-8911
- [Testing Center](#): (505) 925-8560
- [The Learning Center](#): (505) 925-8907
- [The Library](#): (505) 925-8990
- [The Wellness Center](#): (505) 925-8830
- [The Writing Center](#): (505) 925-8548
- Get LoboGuardian & be safe: <https://loboguardian.unm.edu/>
- Stressed? Call Agora Crisis Center at 505-277-3013 or 855-505-4505

For Campus resources during the Covid-19 Pandemic, please visit [Campus Covid Resources](#).

**Free pass 1 for class absence**

**Date** \_\_\_\_\_

I am using my free pass 1 for my absence on \_\_\_\_\_

Name \_\_\_\_\_ Lobo ID \_\_\_\_\_

**Free pass 2 for class absence** **Date** \_\_\_\_\_

I am using my free pass 2 for my absence on \_\_\_\_\_

Name \_\_\_\_\_ Lobo ID \_\_\_\_\_

**Free pass 1 for late assignment** **Date** \_\_\_\_\_

Name of assignment \_\_\_\_\_

I am using my free pass 1 for late assignment that was due on \_\_\_\_\_

Name \_\_\_\_\_ Lobo ID \_\_\_\_\_

**Free pass 2 for late assignment 2** **Date** \_\_\_\_\_

Name of assignment \_\_\_\_\_

I am using my free pass 2 for late assignment that was due on \_\_\_\_\_

Name \_\_\_\_\_ Lobo ID \_\_\_\_\_