Southeastern Louisiana University
Dual Enrollment Program—Sociology

The Southeastern Dual Enrollment Sociology course provides high school students the opportunity to take a college Sociology course at their high school and to receive credit on their high school and Southeastern transcripts. Southeastern is offering one course in Sociology during the 2017-2018 academic year. The course can be taught in a year-long format or in a semester-long format. The course is:

Soc 101. Introductory Sociology. Credit 3 hours. A study of culture, social organization, and social relations.

Program Requirements
From the High School:
- A computer lab must be available to any and all Dual Enrollment classes a minimum of one time per week. This can be a hard-wired or wireless classroom.

From the Facilitator:
- Any facilitator new to the program must complete the corresponding workshop during the summer at Southeastern's main campus in Hammond.
- Any facilitator already in our program who would like to participate in a new class must complete the workshop for that new class during the summer at Southeastern’s main campus.
- All facilitators (new and returning) must attend a ½ day workshop at the end of the summer to copy all online course materials and receive any revisions to the Student Eligibility Guidelines.
- The facilitator(s) must ensure that their students meet the program requirements as outlined in the Dual Enrollment Student Eligibility Guidelines (website) and follow the guidelines of the program laid out in the Memorandum of Understanding (copy given to the principal).
- The facilitator must be certified in the discipline of the course they wish to facilitate.

From the Students:
- Students must be in the 11th or 12th grade.
- Students must be on track to complete the Core 4 curriculum with no developmental coursework required.
- Students must have an ACT, PLAN or Pre-ACT Composite score of 18 or greater (ASPIRE ≥ 430)
- Students must have an ACT, PLAN or Pre-ACT English sub-score of 18 or greater (ASPIRE ≥ 433) OR a mathematics sub-score of 19 or greater (ASPIRE ≥ 431) to enroll in a Sociology course.
- Students must be enrolled in a high school Sociology course while dual enrolled.

2017 Summer Workshops

<table>
<thead>
<tr>
<th>Session Title</th>
<th>Dates</th>
<th>Audience</th>
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<tbody>
<tr>
<td>New Facilitators</td>
<td>Thurs. June 8 &amp; Fri. June 9</td>
<td>Mandatory for all new Sociology Facilitators</td>
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<td>(9:00 a.m. – 3:00 p.m.)</td>
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<tr>
<td>Returning Facilitators</td>
<td>Wed. June 7</td>
<td>Mandatory for returning Sociology Facilitators</td>
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<td>(9:00 a.m. – 12:00 p.m.)</td>
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Note:
Once a facilitator has completed the workshop for a particular course, he or she does not have to repeat that workshop in subsequent summers. The only mandatory workshop for a returning facilitator, who does not wish to facilitate a new course, is a ½ day workshop at the end of the summer. This ½ day workshop must be repeated each summer.
Instructor of Record: Dr. Nicole Youngman  
Email: nicole.youngman@selu.edu  
Office Phone: 985-549-2006

**SOC 101 is a hybrid course with all content delivered online through MoodleDE OR face-to-face by Southeastern faculty. The Southeastern instructor of record will develop course content and provide powerpoint notes, ungraded instructional assignments, ungraded quizzes that are similar to exams, and exam study guides to help prepare students to complete the graded assignments and the exams which are also provided by the Southeastern instructor of record. The high school teachers will act as a facilitator and assist with student registration and enrollment, proctor exams as necessary, and through supplemental instruction, serve as a daily learning resource for students as they assimilate course content. The students’ final course grades are assigned by the instructor of record.**

**What’s this class about?**

C. Wright Mills famously described sociology as the “intersection of biography and history.” All of us are born into pre-existing cultures and social structures that are specific to the times and places where we live, and as we grow up we have to learn how to negotiate them successfully in order to become fully accepted members of our societies. The institutions in which we are embedded—family, religion, economics, politics, health care, media and technology, education, and the like—can be either harmful or helpful (or some of both) as we make decisions about how we want to live. Not all of us are born into the same “social locations,” and differences among us such as race and ethnicity, sex and gender, social class, age, disability, etc. can lead to very different life chances and life outcomes depending on what resources we have available to us and how well we are able to make use of them.

Sociologists are interested in studying the many ways in which social life is patterned—how and why different groups of people with similar social locations tend to have similar cultural beliefs and life experiences, and what kinds of consequences those beliefs and experiences can lead to. We look at how and why there is so much inequality in our society, the ways in which belief systems are acquired and transmitted, and what makes us take some aspects of our society for granted but question the legitimacy of others. This kind of research requires taking a fresh look at our everyday, familiar ways of being and thinking in the world; we must carefully gather empirical evidence to help us learn more about the realities of the social world (and perhaps discard what is considered “common knowledge” in the process), and use that data to create theoretical explanations for what we have discovered.

This course is designed to introduce you to the “sociological perspective” and to help you understand the basics of what kinds of research sociologists do, what we have learned in the century and a half that the discipline has existed, and how that knowledge can be applied to “real life” situations.

**Course Objectives:**

- Students will understand the concept of a “sociological perspective” and be able to apply this perspective to everyday situations.
- Students will develop a greater awareness of and ability to think critically about the role that cultural forces play in our personal lives and in the creation of larger social structures.
- Students will be able to make connections between things that happen in our personal lives (micro-level) and the larger social forces that impact our lives (macro-level).
- Students will sharpen their analytical tools for recognizing and understanding the causes and consequences of social inequalities in our society.

**Textbooks:**

- *Experience Sociology: Make the Familiar New* by David Croteau and William Hoynes
- *Introductory Sociology Reader* edited by Rebecca Hensley and Russell Castro

Additional videos, readings, charts and graphs, etc. will be posted on MoodleDE for each topic listed below.
Topics Covered (Detailed syllabus and course plan will be discussed at summer Facilitator workshop):

**Week 1:**
Charon, “What Does It Mean to Be Human?” (reader)
Animal behavior videos (Moodle)
SELU Sociology 101 Pre-test

**Week 2:**
Chs 1 & 2 highlights
Mills, “The Promise”
Credit card debt articles (Moodle)

**Week 3:**
Ch. 3, “Culture”
Miner, “Body Ritual Among the Nacirema” (reader)
**QUIZ 1**

**Week 4:**
Ch. 4, “Social Structure” and Ch. 7, “Interaction, Groups, and Organizations”
Collective behavior videos (Moodle)

**Week 5:**
Ch. 5, “Power”
Readings & videos re: privilege (Moodle)
**QUIZ 2**

**Week 6:**
Ch. 6, “Socialization”
Child development videos (Moodle)

**Week 7:**
Ch. 8, “Deviance” and Ch. 14, “Media”

**Week 8:**
Ch. 9, “Class and Global Inequality”
**MIDTERM EXAM**

**Week 9:**
Ch. 16, Politics and the Economy
“Understanding political ideologies” study guide (Moodle)

**Week 10:**
Ch. 13, “Education and Work”
Mutari and Lakew, “Class Conflict” (reader)
Kozol, “Savage Inequalities” (reader)

**Week 11:**
Ch. 10, “Race and Ethnicity”
**QUIZ 3**

**Week 12:**
Ch. 11, “Gender and Sexuality”
Boswell and Spade, “Fraternities and Collegiate Rape Culture” (reader)

**Week 13:**
Ch. 12 pt. 1, “Family”

**Week 14:**
Ch. 12 pt. 2, “Religion”
**QUIZ 4**

**Week 15:**
Week 16:
Review for final exam

**FINAL EXAM**

Your GRADE for Southeastern will be calculated as follows:

- Quizzes (4 @ 10% each): 40%
- Midterm exam: 25%
- Final exam: 35%

Final grade scale: 90-100% = A; 80-89% = B, etc. Grades will be posted via MoodleDE as the semester progresses and final grades will be posted to LeoNet at the completion of the course.

Please note that this class is NOT graded on a “points” system—quizzes and tests are **weighted** differently, as indicated above.

QUIZZES AND EXAMS will be taken via MoodleDE whenever possible and via scantron if necessary. They will consist of a combination of true/false, multiple choice, and matching questions. The questions will appear **in random order** as you take the tests. The final exam will be cumulative but will stress the second half of the semester. Dr. Youngman will give you study guides for the midterm and final exams. MAKE-UP TESTS and midterm exams may be taken at the facilitator’s discretion; final exam make-ups must be approved in advance by the instructor of record.

REMEMBER that you will receive TWO separate grades for this course—one from Dr. Youngman at Southeastern for college credit, and one from your high school course. You may be given additional work by your high school facilitator that will count towards your high school grade but not at Southeastern.

**Attendance:** Students should refer to the University policy on attendance as stated in the current SLU catalogue. Attendance will be taken at the beginning of each class. If you cannot attend lectures regularly, you should consider dropping the class. It is your responsibility to complete and file drop forms with your high school course coordinator if you wish to withdraw from the class. **The last day to withdraw from the class for Fall semester classes is Friday, November 3rd, 2017 and for Year-long and Spring semester classes is March 23rd, 2018.**

**Academic Integrity:** Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work. Cheating on examinations, plagiarism, improper acknowledgement of sources in essays, and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalogue of Southeastern Louisiana University [http://www.southeastern.edu/resources/policies/policy_detail/acad_integrity.html](http://www.southeastern.edu/resources/policies/policy_detail/acad_integrity.html).

**Appeal and Change of Grade:** After a final course grade is recorded in the Records and Registration Office, a change of grade must be approved in sequence by the instructor of record (Dr. Youngman), the instructor’s department head, and the academic dean of the College of Arts, Humanities, and Social Sciences. In the event of a contested final course grade, a student’s written appeal of the grade must be submitted to the instructor within thirty (30) calendar days of final grades for the term being due. The grade appeal should also be submitted to Dr. Jeffrey Temple, Assistant Vice President for Academic Programs. For more information about grade appeals, see [http://www.southeastern.edu/resources/policies/policy_detail/instruction_practices.html](http://www.southeastern.edu/resources/policies/policy_detail/instruction_practices.html).

**Important Southeastern Louisiana University Dates:**

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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 27, 2017</td>
<td>Last day to enroll in Fall and Year-long courses</td>
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<tr>
<td>September 3, 2017</td>
<td>Last day to drop Fall and Year-long courses</td>
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<tr>
<td>September 4, 2017</td>
<td>Labor Day Holiday</td>
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<tr>
<td>September 6, 2017</td>
<td>Last day to confirm Fall and Year-long courses</td>
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<tr>
<td>October 12-13, 2017</td>
<td>Fall Break</td>
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<tr>
<td>November 3, 2017</td>
<td>Last day to withdraw from Fall-only courses</td>
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<tr>
<td>November 22-24, 2017</td>
<td>Thanksgiving Holiday</td>
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<tr>
<td>January 15, 2018</td>
<td>Martin Luther King, Jr. Holiday</td>
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<tr>
<td>January 21, 2018</td>
<td>Last day to enroll in Spring courses</td>
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<tr>
<td>Date</td>
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<tr>
<td>January 28, 2018</td>
<td>Last day to drop Spring courses</td>
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<tr>
<td>January 31, 2018</td>
<td>Last day to confirm Spring courses</td>
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<tr>
<td>February 12-13, 2018</td>
<td>Mardi Gras Holiday</td>
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<tr>
<td>March 23, 2018</td>
<td>Last day to withdraw from Spring-only and Year-long courses</td>
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<tr>
<td>March 30-April 6, 2018</td>
<td>Spring Break</td>
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