

**SOC 101: Introduction to Sociology**  
**(8 weeks)**

Instructor: Dr. Maggie Bohm-Jordan  
Lecture: Online  
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**Course Overview**

Sociology is the scientific study of human society. This course provides a general introduction to this discipline. It is intended to increase your understanding of social interaction, social organization, social institutions, and social change in a systematic way, i.e., the sociological perspective. We will engage in the sociological perspective through exploring a number of themes. Students will be introduced to major theoretical perspectives, as well as key concepts, such as culture, socialization, and social interaction. Students will also come to understand the nature of major social institutions, such as marriage and family, government, and health care. They will also be introduced to social inequality, which has historically been explored along the dimensions of gender, race, and social class. Understanding sociology helps discover and explain social patterns and see how such patterns change over time and in different settings. By making vivid the social basis of everyday life, sociology also develops critical thinking by revealing the social structures and processes that shape diverse forms of human life. This course will challenge you to examine, evaluate, analyze, and appreciate the complex and diverse world we live in.

This course fulfills the requirement for “Social Sciences” and “U.S. Diversity” in the General Education Program (GEP).

<b>GEP Category:</b>	<i>Upon completing this requirement, students will be able to:</i>
<b>Social Sciences</b>	<ol style="list-style-type: none"><li>1. Explain or apply major concepts, methods or theories used in the social sciences to investigate, analyze, or predict human behavior.</li><li>2. Examine and explain how social, cultural, or political institutions influence individuals or groups.</li></ol>
<b>U.S. Diversity</b>	<ol style="list-style-type: none"><li>1. Describe how people or institutions in the United States have constructed diverse identities and cultures based on ability, ethnicity, gender, language, nationality, race, religion, sexuality, socio-economic status, etc.</li><li>2. Explain how individuals or groups in the United States have responded to the experience of discrimination and inequality.</li><li>3. Demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States.</li></ol>

**Course Learning Outcomes:** *Upon successful completion of this course, students will be able to:*

1. Describe major concepts used by sociologists to investigate human behaviors and social phenomena, including theory, social interaction, social organization, and social inequality (SS LO1)
2. Examine and explain how social, cultural, or political institutions influence individuals or groups. (SS LO2)
3. Analyze the diversity of human groupings based on race/ethnicity, gender, class, national origin, religion, family status, etc. (USD LO1)
4. Evaluate the various kinds of inequality, discrimination, and marginalization in human society (USD LO2)
5. Demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States. (USD LO3)
6. Apply critical thinking skills to examine and evaluate various aspects of social phenomena as you construct written and oral analyses of current events, media, and social norms.

### **Textbook (Required)**

James M. Henslin. *Sociology: A Down-to-Earth Approach*. 13<sup>th</sup> Edition. Pearson.

### **Additional Course Materials**

Certain course materials will be made available for download from Canvas. Announcements will be made in class, Canvas and through email. Recordings can be found in Canvas.

### **Grading**

<i>Critical Thinking Quiz</i>	5%	A: 93-100, A-: 90-92.99
<i>4 Discussions</i>	40% (10% each)	B+: 87-89.99, B: 83-86.99, B-: 80-82.99
<i>Assignment 1</i>	15%	C+: 77-79.99, C: 73-76.99, C-: 70-72.99
<i>Assignment 2</i>	20%	D+: 67-69.99, D: 63-66.99, D-: 60-62.99
<i>Midterm &amp; Final</i>	20% (10% each)	F: 0.00 – 59.99

Students' grade points from in-class assignments and exams, plus optional bonus points if applicable, will be posted in Canvas as soon as they become available.

### **MAKE-UP WORK**

Only proper documentation can be accepted as justification for make-up assignments (without late penalty), such as a doctor/coach/supervisor's note, a subpoena, etc. A simple self-narration of an emergency or a special occasion whether in oral or written forms, cannot be accepted as proper documentation and thus will not justify a make-up assignment. Late work will start from 50% of the grade.

### **Discussions (40% at 10 % each)**

There are 4 discussion posts, due according to the Course Outline by 11:59pm (see below). Be sure to answer the questions in an in-depth, well-thought-out manner. Each week discussion is worth 10 points. The main post(s) is 6 points and provide at least one reference to the

course material, such as the textbook (use APA or ASA in-text citation and reference style). Engage in on-going, productive conversation with minimum of two of your classmates (up to 4 points) throughout the week.

### **Discussion Post 1 (Week 3): Culture and socialization (SS LO2) (USD LO1)**

1. Culture:
  - a. What are some traditions, values, and beliefs that has been passed down in your family? Is that something you will continue or change? Why?
2. Socialization:
  - a. Where did you learn your behaviors? (i.e., parents, peers, school, media, church, etc)
    - i. What are some societal norms, rules, and regulations when it comes to behavior?
    - ii. How does social media influence/impact individual/group behavior?
    - iii. Why do we behave differently depending on who we are around? Why not behave the same with everyone?

### **Discussion Post 2 (Week 4): Share your breaching experiment. (USD LO1,2,3)**

Please do not copy paste your paper, this is a discussion and make it friendly and informal.

1. Brief introduction of Your selected breaching experiment
2. Reason: Why did you select this experiment
3. Outcome: Did the experiment agree/disagree with your prediction
4. What did you learn from your experiment in terms of socialization (norm vs. taboo), and provide linkage in textbook (ex: culture, groups, etc.)
5. Ethics: What empathetic insight did you learn from your breaching experiment?
6. Future implications (What would you have done same/different in the future?)

### **Discussion Post 3 (Week 5): They are just things until they are gone..... (SS LO1)**

Play the SPENT game then discuss the following <http://playspent.org/>

1. Provide at least 2 concepts (i.e., terminology, theory, examples, etc ) you learned so far in class to the SPENT game
2. What was your reaction after the game?

### **Discussion Post 4 (Week 6): “The Mask You Live In” (SS LO2) (USD LO2)**

<https://uwsp.kanopy.com/video/mask-you-live>.

Student may need to find resources to support their arguments in the self-reflection section (you should browse ahead for other chapters for supporting ideas). Student will discuss:

1. How does socialization influence the way people act?
  - i. Gender role
  - ii. Race/ethnicity
  - iii. Social class
  - iv. Religion
  - v. Politics

2. What are some ways to minimize stigma/stereotype on gender identity expectation?
3. What was your reaction? Why? Does it align with your socialization?

### **Assignment 1 (Week 4) : Breaching Experiment (USD LO1, LO2, LO3)**

Student will select a breaching experiment of his/her choice. Please make sure your breaching experiment is respectful of others, does not harm anyone (self, children, adults, animals, environment, etc) and it is ethical and legal. Due to the pandemic, please practice CDC guidelines and safety. Recommend reading – Harold Garfinkel’s ethnomethodology. More information will be posted on Canvas. A minimum of 4 full text-page typed paper (double spaced, Times New Roman, 12 font, 1-inch margin, ASA or APA in-text citation and references only. NO cover page or abstracts) will identify a breaching experiment, apply sociological perspectives, and analyze the outcome of the experiment. Student will discuss:

2. Brief introduction of Your selected breaching experiment
3. Reason: Why did you select this experiment
4. Outcome: Did the experiment agree/disagree with your prediction
5. What did you learn from your experiment in terms of socialization (norm vs. taboo), and provide linkage in textbook (ex: culture, groups, etc.)
6. Ethics: What empathetic insight did you learn from your breaching experiment?
7. Future implications (What would you have done same/different in the future?)
7. Reference (separate page and excluded from the 4-pages)

### **Assignment 2 (Week 7): Current Event (SS LO1 LO2)**

A minimum of 5 full text-page typed paper (double spaced, Times New Roman, 12 font, 1-inch margin, ASA or APA in-text citation and references only. NO cover page or abstracts) utilizing at least 5 sources (journal article). Student will construct a written analysis of a current event (between 2010 and present) in which they will apply a sociological theoretical perspective to interpret the issue, identify the individuals' affected by the issue, and propose possible solutions of the issue. Student will discuss:

1. Introduction: What is your current event topic? Why?
2. Apply theoretical perspective/theory “best” fits in this current issue (ex, functional, conflict, symbolic, feminist, deviance, labeling, etc)
3. Identify: Who, What, or Where is affected by this current issue?
4. Describe and analyze possible solutions for this current issue. If the current issue has no flaws, what are some future implications?
5. Conclusion
6. Reference (separate page and excluded from the 5-pages)

### **Exams (Week 4 & Week 8)**

The exams will draw questions from lecture materials, and readings. Each exam includes at least 50 multiple-choice questions and some short-answer/essay questions. Exams will be available on Canvas in Week 4 and Week 8, one attempt with 120 minutes. After completion, I will edit your grade. Each question is 2 points with a total of 100%. Midterm is worth 10% of your overall grade.

## **Critical Thinking Module and Quiz (Week 2)**

This course is part of the critical thinking and learning initiative at UWSP. Students will recognize critical thinking as a process of identifying, analyzing, evaluation, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem solving).

1. Explain critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw or actions to take.
2. Identify (a.), analyze (b.), evaluate (c.), or construct (d.) reasoning as they apply it to general or discipline-specific questions or issues.

Students will complete the critical thinking lesson module and a quiz to assess students' ability to think critically. Critical Thinking Module can be found in Canvas

## **Online Classroom Etiquette**

The online classroom is a learning environment and community, and as such, it is expected that students do their best to minimize disruptions that can distract from their learning and that of their peers.

## **Academic Integrity**

Academic integrity is central to the mission of this institution. Academic dishonesty in any form will not be tolerated and will receive disciplinary sanctions per the UWSP policies. The UWSP policies regarding student academic standards and disciplinary procedures can be found here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>. If I observe academic misconduct, or if suspicions of academic dishonesty are reported to me, I will request that the identified parties come to my office to discuss the situation, and then the procedures set out in UWS/UWSP Chapter 14 will be followed. Students can visit the UWSP Tutoring-Learning Center <http://www.uwsp.edu/tlc/Pages/writingReadingTutorials.aspx>.

## **Diversity and Inclusion**

UWSP supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated. These differences include race/ethnicity, gender, class, political view, religion, color, national origin, sexual orientation, disability, age, marital or family status, as well as personality, learning styles, and life experiences. We expect that students, faculty, administrators, and staff will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, experiences, and worldviews may be different from their own.

## **Disability Support Services**

The Americans with Disabilities Act (ADA) requires educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP policies, go to: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>. If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability>

## COURSE OUTLINE

DATES	TOPIC/ACTIVITY	Due dates Sunday at 11:59pm
Week 1	Introduction and Syllabus Ch. 1: The Sociological Perspective Ch. 2: Culture	Introduction post
Week 2	Ch. 3: Socialization Ch. 4: Social Structure and Social Interaction	Critical Thinking Quiz
Week 3	Ch. 6: Societies to Social Networks Ch. 8: Deviance and Social Control	Discussion post 1
Week 4	Midterm exam Chapters 1, 2, 3, 4, 6, 8	Assignment 1 Discussion post 2 Midterm exam
Week 5	Ch. 9: Global Stratification Ch. 10: Social Class in the United States	Discussion post 3
Week 6	Ch. 11: Sex and Gender Ch. 12: Race & Ethnicity	Discussion post 4
Week 7	Ch. 16: Marriage and Family Ch. 20: Population and Urbanization	Assignment 2
Week 8	Final exam Chapters 9, 10, 11, 12, 16, 20	<b>Final exam DUE</b>

*Unforeseen circumstances may necessitate changes in the course requirements and/or schedules. Any changes will be announced in advance.*