

## SOC 101-05: Introduction to Sociology

Fall 2020

**Instructor:** Shuang Li, Ph.D., Sociology Lecturer  
**Lecture:** Tu 9:00AM - 9:50AM (Weekly Zoom Meeting)  
**Office Hours:** Appt. by email (the below email address)  
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### Course Overview

Sociology is the scientific study of society and human behavior. 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., through the sociological perspective. We will learn and engage the sociological perspective by exploring a number of themes. Students will be introduced to major theoretical perspectives, as well as key concepts, such as culture, socialization, social interaction, and social networks. Students will also come to understand the nature of major social institutions, such as marriage and family, politics, criminal justice, and medicine. They will also be introduced to social inequality, which has been historically explored along the dimensions of social class, gender, and race/ethnicity.

Understanding sociology helps discover and explain social and behavioral patterns and see how such patterns change over time and across 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).

### Course Objectives

Upon successful completion of this course, students will be able to:

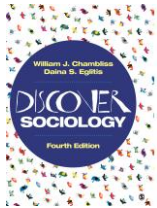
1. Recognize sociology as a social science;
2. Explain the sociological perspective;
3. Identify the major concepts used by sociologists to investigate human behaviors and social phenomena, including theory, social interaction, social organization, and social inequality;

4. Examine how personal life chances and choices are influenced by the larger social context including social, cultural, and/or political institutions;
5. Recognize and appreciate the diversity of human groupings based on race/ethnicity, gender, class, national origin, religion, family status, etc.;
6. Explain how individuals or groups in the United States have responded to the experience of discrimination and inequality;
7. Demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States;
8. Develop critical thinking skills to explain and predict various aspects of social phenomena.

### **Required Textbooks:**

The following book is required and has been ordered at the university bookstore:

*Discover Sociology, Fourth Edition.* Authors: William J. Chambliss and Daina S. Eglitis  
Pub Date: January 2019



**Description of Instructional Methods:** Since it is a hybrid class, the class is navigated through weekly Canvas contents and Zoom meetings.

#### **1) Canvas Contents:**

The instructor's lecture slides, quizzes, and exams will be posted on Canvas. It is students' responsibility to review lectures slides and complete weekly quizzes to earn the associate points (see Grading Weights below).

#### **2) Zoom Meetings:**

The Zoom meeting is scheduled once a week. The whole class will meet at the weekly designated class time (**Tuesday 9:00AM – 9:50AM**) for more intensive discussions and Q&As. Since we have a large class (around 50 students), we will have small group discussions during the Zoom meeting. It is essential for you to attend the weekly Zoom meeting to actively interact with other students in the class discussions.

One practical purpose of having these weekly zoom meeting is to monitor and record students' attendance. If the student were absent for non-eligible reasons (see Late Assignments Policies), he/she will never have another chance to earn the missed participation points.

### **Assignment Submission and Late Policy**

**No make-up assignments will be offered except in documented conflicts or emergencies.** Only proper documentation can be accepted as justification for make-up assignments, such as a doctor/coach/supervisor/adviser's note, a court order/subpoena, wedding invitation, obituary/visitation/funeral notice, and the like, and the proper documentation shall be provided to the instructor in hard copy or as an electronic file so that the instructor can keep it in his record. A simple self-narration of an emergency or a special occasion (e.g., sickness, car failure, misfortune, family/work emergency, celebration/festivity, vacation, etc.), whether in oral or written forms, whether given weeks in advance or in the last minute, cannot be accepted as proper documentation, and a student's request in that case will NOT be granted. ONCE AGAIN, A SELF-NARRATION DOES NOT COUNT AS DOCUMENTATION.

For any other missing assignments, late work is accepted up to one week after the specified deadline (1-point reduction). I will not accept assignments after this.

### **Evaluation**

Evaluation of this course is based on the standard UWSP grading scale.

#### Course Evaluation:

Attendance/Participation=	20
Discussion Posts =	20
Quizzes=	20
Midterm=	20
Final=	20
<u>Total =</u>	<u>100</u>

A total of 100 possible points can be earned for all coursework. Letter grades are as follows:

<u>Letter Grade</u>	<u>Points</u>
A	93-100
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.00
D	60-66.9

**Grading Weights:** Students must complete all assignments to receive course credit. Assignments must be completed when due, and mass submissions of late work at the end of the semester will not be accepted. Students can expect grades to be posted one week after the assignment's due date.

- **Participation points** (2 points each x 10, 20 points total).

Students earn participations by attending the weekly Zoom meetings. During the meeting, students are encouraged to actively participate into oral discussions and earn the 2 participation points for each meeting.

- **Discussion posts** (2 points each x 10, 20 points total).

Discussion posts are *critical* dialogues that you and your classmates generate on a weekly basis. This platform will allow your fellow students to comment/discuss in a productive and respectful manner.

A variety of discussion prompts are available for your selection and discussion board. You are to select ONE discussion prompt to use for your weekly discussion. The discussion forums can be accessed on Canvas in “**Discussions.**” Write your own reflection answer and submit your response by clicking “Reply.” To respond to a fellow group member's post, click on the “Reply” under their posts. Every week, I will randomly select some posts and reply them.

Discussion forums will become available at 12:00 AM on Monday and you must first submit your reflections before Friday at 11:59PM. Then, you must respond to another student's posts before Friday at 11:59PM.

The **grading rubric** for the “Discussion posts” is as follows:

Contents:

- 1 point for completely answering all of the elements of the prompt that you select in a way that demonstrates comprehension and application of the sociological themes. 0.5 point will deduct if students did not fully explain or apply the sociological concepts into the prompt you select.
- 1 point for the critical thinking by engaging with discussion posts. Students are encouraged to think “outside the box” by implementing what they have grasped from the class materials. To be a critical thinker in this introductory sociology class, students need to demonstrate their ability of utilizing their “sociological imagination” to reflect on other students' reflections.

- **Weekly Quizzes** (2 points each x 10, 20 points total).

The chapter quizzes can be accessed on Canvas under “**Quizzes.**” The weekly quizzes are based on the readings of textbook, lecture slides, and class discussions. There will be 10 multiple-choice questions in each quiz. Each week’s quiz will be available starting Monday at 12:00 AM and must be completed by Friday at 11:59 PM. Students will have 20 minutes to complete each quiz with only one attempt. The quizzes will be graded automatically upon completion. So, make sure you submit once upon completion.

- **Exams** (midterms=10 points x2, final=20, 40 points total) There will be three (3) exams: two midterm exams and one final exam. All exams will be closed-book exams. The exams questions will be based on lectures, readings, and discussions.
  - i) The midterm exam format will be multiple-choice questions only. You have **one-hour** limit to work on the midterm. The midterm exam consists of 20 questions and is worth 10 points. The midterm exam will be after week 5 and the second midterm will be after week 10. The final exam will be given at the **Dec 15th, 9:00-11AM**. The final exam includes at least 40 multiple-choice questions and some short-answer and/or essay questions. The final exam is worth 20 points. You have **2-hour limit** to work on the final.
  - ii) Late exams can be taken for a reduction (5 points) in the course grade. If any problems occur during the exam, please contact me for extra arrangements to be made to help provide a fair evaluation of your progress in the course. These will be graded initially upon completion. You only get **one attempt** to work on all the exams.

## **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. It is these very differences among us that enrich our learning environment and make us strong. 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**

UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center (DATC) on the 6th floor of Albertson Hall (library) as soon as possible. DATC will then coordinate with me in helping you receive the proper accommodations and auxiliary aids. DATC can be reached at 715-346-3365 or [datctr@uwsp.edu](mailto:datctr@uwsp.edu). You can also find more information here: <http://www.uwsp.edu/datc>.

### **Academic Support Resources**

UWSP at Wausau students have academic support resources available to them for FREE. The Tutoring-Learning Center (TLC) offers tutoring services including one on one and drop-in tutoring services, academic skills workshops, and one on one academic coaching appointments. For additional information please contact Megan Sippel, the Academic Success Coordinator, via email [msippel@uwsp.edu](mailto:msippel@uwsp.edu) or phone 715-261-6148.

### **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: <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>. 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.

### **Use of Technology**

***Any form of audio or video recording in the classroom is strictly prohibited.*** If a student has a legitimate need to record the instructor's lecture in audio or video format, then the student shall obtain the pertinent accommodation authorization **AND** the instructor's permission beforehand.

### **Other Things to Consider:**

***My Responsibility:*** I personally take this great opportunity of lecturing this online course in the fall semester of 2020. I will make every reasonable effort to ensure that you have an opportunity to apprehend the material presented in this course. I will be happy to answer your questions pertaining to our course content through email; please contact me sooner rather than later if you feel that you are lost, falling behind, or confused.

***Student Responsibility:*** Students are expected to browse through Canvas **weekly**, read the readings assigned, and engage in oral discussions and post written reflections on time. Students are responsible for their own performance on the assigned work. This responsibility includes seeking my help (by emailing me) if students feel they are unable to keep up with class using the readings and in-class activities.

***Etiquette:*** Sociology deals with topics of great importance in people's lives. There is a good chance we will address topics which make you uncomfortable, perspectives you disagree with, and ideas and behaviors you may find morally or otherwise objectionable. In order to advance our understanding of social life, we must be able to treat one another with respect and to face aspects of human behavior we may not find personally appealing. It is critical that students maintain open minds and a willingness to hear one another and consider their positions and experiences using reason and careful consideration. Students are required to follow the standard English grammar rules and regulations when communicating with others in the discuss board.

**Unacceptable behaviors in the course are:**

- Criticizing another student personally.
- Interrupting or refusing to allow other students to speak.
- Shouting (the electronic version of this, using all caps), engaging in online harassment (spamming messages or email, organizing "hate" pages or groups, outing private information shared with the class in an online context), becoming or threatening to become physically aggressive, using racist, sexist, or homophobic epithets, or disrupting the integrity of the online classroom environment or online discussion by obtrusive behavior.
- Ignoring my authority to moderate course interactions.

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## COURSE OUTLINE (Tentative)

DATES	TOPICS/ACTIVITIES	READING
08/31 – 09/04 (no zoom meeting)	<i>Discover Sociology</i> <u>Key Topics:</u> <ol style="list-style-type: none"><li>1. What is the sociology?</li><li>2. The Sociological Imagination</li><li>3. Origins of sociology</li><li>4. Three major theoretical perspectives in sociology<ol style="list-style-type: none"><li>a. Functional analysis (structural functionalism)</li><li>b. Conflict theory</li><li>c. Symbolic interactionism</li></ol></li></ol>	Chambliss Ch. 1.
09/07 – 09/11	<i>Discover Sociological Research</i> <u>Key Topics:</u> <ol style="list-style-type: none"><li>1. Research and The Scientific Method<ol style="list-style-type: none"><li>a. Relationships Between Variables</li><li>b. Testing Theories and Hypotheses</li><li>c. Validity and Reliability</li><li>d. Objectivity in Scientific Research</li></ol></li><li>2. Doing Sociological Research Values in U.S. Society</li></ol>	Chambliss Ch. 2.
09/14 – 09/18	<i>Culture and Mass Media</i> <u>Key Topics:</u> <ol style="list-style-type: none"><li>1. What is culture?<ol style="list-style-type: none"><li>a. Nonmaterial (symbolic) culture</li><li>b. Culture and Language</li><li>c. Culture and Mass Media</li></ol></li><li>2. Culture, Class, and Inequality</li></ol>	Chambliss Ch. 3.



### 3. Culture and Globalization

09/21 – 09/25      *Socialization and Social Interaction*      Chambliss Ch. 4.

Key Topics:

1. The birth of the social self
2. Agents of socialization
3. Socialization and aging
4. Re-socialization
5. Total institutions and resocialization
6. Social interaction

09/28 – 10/2      *Groups, Organizations, and Bureaucracies*      Chambliss Ch. 5.

1. The nature of groups
  - a. Primary groups and secondary groups
2. The power of groups
  - a. Conformity to groups
3. Economic, cultural, and social capital
  - a. Organizations
  - b. Bureaucracies
  - c. Written rules and regulations
4. Bureaucracy and democracy

**10/05 – 10/09      \*\*\* First Midterm Exam \*\*\*      (1-hour of choice online)**

10/12 – 10/16      *Deviance and Social Control*      Chambliss Ch. 6.

Key Topics:

1. What is deviance?
2. How do sociologists explain deviance
  - a. The symbolic interactionist perspective
  - b. The functionalist perspective
  - c. The conflict perspective
3. Social control of deviance

10/19 – 10/23      *Social Class and Inequality in the United States*      Chambliss Ch. 7.

Key Topics:

1. Stratification in traditional and modern societies
2. Sociological building blocks of social class
3. Class and inequality in the united states: dimensions and trend
4. The problem of neighborhood poverty
5. Why do stratification and poverty exist and persist in class societies?

10/26 – 10/30

*Global Inequality and Poverty*

Chambliss Ch. 8.

Key Topics:

1. Dimensions of global inequality and poverty
2. Armed conflict and poverty
3. Technology: the great equalizer?
4. Theoretical perspectives on global inequality
5. Why study global inequality from a sociological perspective?

11/02 – 11/06

*Race and Ethnicity*

Chambliss Ch. 9.

Key Topics:

1. Race vs. ethnicity
2. Minority and dominant group relations
3. Theories of ethnicity, racism, and minority status
4. Prejudice, stereotyping, and discrimination
5. Racial and ethnic groups in the U.S.

11/09 – 11/13

*Gender and Society*

Chambliss Ch. 10.

Key Topics:

1. Sex, gender, and sexuality
2. Gender and society
3. Gender and economics: men, women, and the gender wage gap
4. Classical theories, feminist thought, and the sociology of masculinity
5. Women's lives in a global perspective

**11/16 – 11/20**

**\*\*\* Second Midterm Exam \*\*\* (1-hour of choice online)**

11/23 – 12/04

*Family and Society*

Chambliss Ch. 11.

(11/25-11/29 Thanksgiving)

Key Topics:

1. Millennials and marriage
2. Theoretical perspectives on families
3. U.S. families yesterday and today
4. Socioeconomic class and family in the united states
5. Globalization and families

12/07-12/11

*Education and Society*

Chambliss Ch. 12.

Key Topics:

1. The college dropout dilemma
2. Education, industrialization, and the “credential society”
3. Theoretical perspectives on education
4. Education, opportunity, and inequality
5. Issues in U.S. higher education
6. Education in a global perspective

**12/15**

**\*\*\* Final Exam \*\*\* (2-hour of choice online)**

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