**Introduction to Sociology**

**SOCI 1510.900/950**

**Spring 2020**

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| Instructor: | Samuel Coleman |
| E-mail: | **Use CANVAS *Inbox*** (otherwise in an ***emergency only***, contact me at UNT email: Samuel.Coleman@unt.edu) |
| Office/ Office Hours | Sycamore 201-D/ By Appoinment |
| Course Website: | **Canvas** (<https://unt.instructure.com/login/canvas> ) |

**Required Text**

Thompson, Angela and Keith Whitworth. 2018. ***SociologicalYou***. Fort Worth, TX: United Instructors and Textbook Authors Co-op. (See below how to get the text.)

**Course Description and Objectives**

Sociology is the branch of the social sciences that is concerned specifically with the systematic study of human society (including social behavior, interaction and life). To understand how the social world, in which we are all members, is constructed is one of the most important reasons for sociological study. Most humans take for granted much of the processes involved in the construction of their society, including its organization, ideology and technology. “Introduction to Sociology” is a survey course on the field of sociology, and its basic principles, concepts, theories and methods of sociological research. As such, attention will be given to the theoretical perspectives provided by such early social scientists and sociologists as Comte, Marx, Tönnies, Durkheim, Weber and Simmel, as well as current sociological thinkers.

1. Increase the student’s awareness and understanding of the society in which we live, the social phenomena which we observe, and the world in which we live;
2. View social phenomena specifically from a sociological perspective;
3. Employ a comparative perspective on human societies and other social phenomena;
4. Present alternative explanations or theories of social phenomena;
5. Examine scientific research (its nature and ethics), various types of research, appropriate methods, technologies and data that sociologists use to investigate the human condition;
6. Examine social institutions and processes across a range of historical periods, social structures, and cultures;
7. Recognize the structural, systemic factors which affect the quality of life of persons of different ages, gender, social class, sexual orientation, disability, and racial/ethnic backgrounds;
8. Address the effects of historical, social, political, economic, cultural and global forces on human society;
9. Encourage one to think for oneself, by engaging in public discourse and by obtaining information through appropriate sources; and, finally,
10. Consider alternative explanations and solutions for contemporary social issues.

Student Learning Outcomes\*

1. Describe the development and nature of the field of sociology,
2. Identify and describe important sociological theories,
3. Identify and describe the most significant methodological issues and strategies in sociology,
4. Identify important research methods and be able to compare and contrast their strengths and weaknesses, and,
5. Identify and critically discuss contemporary issues or themes in current scholarship in sociology.

**\*Note: *Each of the above student learning outcomes must be performed at an appropriate level as stated in the requirements for each course assignment. More details will be available on the Canvas site.***

**Course Policies**

Three factors are considered vital to your success in this course: 1) completing the reading, discussions, and any written work on time, 2) taking and submitting exams on time, and 3) regular and prompt participation. Please note that you will not be reminded of work that you have missed. It is your responsibility.

**Course Information**

This course is conducted exclusively on-line (i.e., Canvas). Discussion is critical to your and the class’s success. Therefore, you are expected and required to participate fully in all activities. You should check the course website on a regular basis and go on line to see if there are new updates, messages, postings, discussions, email, etc. With the exception of weekends and holidays, both the TA and I check the course email regularly and respond as quickly as possible. Finally, there are a number of ways in which you may interact with other members of the class, the TA, and me: 1) the course's message system (***Inbox***), 2) discussion postings, and 3) announcements. Except in an emergency, do not send course-related messages to my (instructor’s) UNT email. **Instead, use the Canvas “Inbox” for this course for all course-related issues, etc.**

**Virtual Classroom Citizenship**

Those same guidelines that apply to traditional classes should also be observed in the virtual classroom environment. Please use the rules for proper netiquette when interacting with class members, teaching assistants and the instructor: [http://www.brighthub.com/education/online-learning/articles/26946.aspx.](http://www.brighthub.com/education/online-learning/articles/26946.aspx)

**Grades and Grading Structure**

The final grade for this class will be based on your performance on 1) five exams, 2) weekly participation/discussions and 3) Final Assessment Paper.

Exams: There are five exams for this course, which may **ONLY** be taken on the specified dates (see below). In order to complete and pass this course, all five exams must be taken. Each is worth up to 100 points, for a total of 500 (out of the possible 690 total points; see below for more details).

Discussion/Participation: Weekly discussion is mandatory and full engagement is critical to your and the course’s success. The quality of this participation is also very important. Your participation will be measured in terms of quality (not just quantity), regularity and completeness of your discussion. Your discussion should be interactive and engaging. In fact, you should ask questions of your fellow students, make comments, or even ask for them for clarification on various aspects of their understanding of the reading. These discussions are worth a total of 90 points toward your final grade. More information regarding these discussions may be found in the course website.

Practice Quizzes and Exercises: Within each chapter there are embedded quiz questions to help you review what you just read. This is intentionally designed for you to “read a little, do a little” to help you remember the content. These quiz questions will **NOT** be graded but you are strongly encouraged to answer the questions to help you prepare for the exams. (**NOTE:** If you score a 90% or above on the embedded chapter quiz questions, you will receive an online certificate of completion at the end of the chapter. This is just for fun and not for a grade, but it is a nice reward for reading the chapter!)

In addition, there is a plethora of online “**SY Student Resources**” below each page of each chapter to help you prepare for exams. You are highly encouraged to utilize the built-in “quizlets,” study guides, practice quizzes, chapter outlines and summaries, expanded key terms, puzzles/games, and miscellaneous resources. At the top navigational bar of each page you have access to a “post-assessment” for each chapter that combines all of the embedded chapter quiz questions within the chapter into one practice quiz. You have a tremendous amount of resources to help you be successful in this course.

**Important Notice**

End-of-semester Assessment Paper: Near the end of the semester you will be required to complete an assessment that will be used to measure how well you have assimilated the information covered in this course. This assignment is **mandatory. Failure to complete this assignment will have negative consequences for your final course grade.** \*This Paper will be assigned after spring break.

**Grading Point System**

|  |  |
| --- | --- |
| **Grading Source** | **Total Points Possible** |
| Five Exams | 500 |
| Discussion/Participation | 90 |
| End of semester Assessment Paper | 100 |
| Total Points | 690 |

**Final Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Points Required** |
| A | 621-690 |
| B | 552-620 |
| C | 483-551 |
| D | 414-482 |
| F | 0-413 |

**Course Topics, Reading and Quiz/Exam Schedule**

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| --- | --- | --- | --- | --- | --- |
|  |  |  |  | **Assigned** | **Discussion, Quiz, & Exam** |
| **Week** | **Month** | **Day** | **Topics** | **Readings** | **Schedule\*** |
| 1 | Jan | 13 | Introduction to Sociology | Chapter 1 | Discussion/Practice Quiz 1 (by Jan 19) |
| 2 | Jan | 20 | Research Methods | Chapter 2 | Discussion/Practice Quiz 2 (by Jan 26) |
| 3 | Jan | 27 | Culture | Chapter 3 | Discussion/Practice Quiz 3 (by Jan 31) |
|  |  |  |  |  | Exam 1 (Feb 1-2) over Chapters 1-3 |
| 4 | Feb | 3 | Socialization | Chapter 4 | Discussion/Practice Quiz 4 (by Feb 9) |
| 5 | Feb | 10 | Social Interaction | Chapter 5 | Discussion/Practice Quiz 5 (by Feb 16) |
| 6 | Feb | 17 | Groups and Organizations | Chapter 6 | Discussion 6 & Practice Quiz 6 (by Feb 21) |
|  |  |  |  |  | Exam 2 (Feb 22-23) over Chapters 4-6 |
| 7 | Feb | 24 | Deviance | Chapter 7 | Discussion/Practice Quiz 7 (by Mar 1) |
| 8 | Mar | 2 | Stratification | Chapter 8 | Discussion/Practice Quiz 8 (by Mar 6) |
|  | **Mar** | **9** | **Spring Break (March 9-13)** |  |  |
| 9 | Mar | 16 | Sex and Gender | Chapter 9 | Discussion/Practice Quiz 9 (by Mar 20) |
|  |  |  |  |  | Exam 3 (Mar 21-22) over Chapters 7-9 |
| 10 | Mar | 23 | Race and Ethnicity | Chapter 10 | Discussion/Practice Quiz 10 (by Mar 29) |
| 11 | Mar | 30 | Economics and Politics | Chapter 11 | Discussion/Practice Quiz 11 (by Apr 5) |
| 12 | Apr | 6 | Religion and Education | Chapter 12 | Discussion/Practice Quiz 12 (by Apr 10) |
|  |  |  |  |  | Exam 4 (Apr 11-12) over Chapters 10-12 |
| 13 | Apr | 13 | Marriage and Family | Chapter 13 | Discussion/Practice Quiz 13 (by Apr 19) |
| 14 | Apr | 20 | Health and Population | Chapter 14 | Discussion/Practice Quiz 14 (by Apr 26) |
| 15 | Apr | 27 | Social Change and Social Movemen | Chapter 15 | Discussion/Practice Quiz 15 (by May 1) |
| 16 |  |  |  |  | Exam 5 (May 4-6) over Chapters 13-15 |
|  |  |  | \***Final Paper Due**\* |  | May 4 |

**NOTE: MLK Day is on January 13, Monday. Spring Break is March 9-13. Practice quizzes are not graded.**

**NOTE: Exam 5 (the final) will cover only Chapters 13, 14 and 15.**

**NOTE: The above reading dates reflect the start of each week (Mondays) and the associated readings for the specific week, which must be completed by the Sunday of the respective week. \*Exam weeks will require Discussions to be due on Fridays.**

**Textbook Notes**

**Overview: *SociologicalYou*** is an online comprehensive learning system for your Introductory Sociology course. ***SociologicalYou*** incorporates the latest in proven learning theory to provide an engaging learning experience unlike any textbook currently on the market and provides an unparalleled collection of student resources to enhance your learning.

Your textbook is titled, ***SociologicalYou***, as **YOU** are a sociological being impacted by social forces and societal influences as you live and interact in a social world. The major goals of the textbook are for you to:

1. tap into your sociological self,
2. view the social world from a sociological perspective, and
3. become a more engaged, socially responsible, global citizen as a result of working through the textbook.

**How to register:** Upon successfully purchasing ***SociologicalYou*** with a campus bookstore access code or directly online (<https://www.SociologicalYou.com>) via a credit card, the next screen is the student registration form. Complete the form and create a login and password. Enter the CAPTCHA code and select “**Register**.” (**NOTE:** Don’t leave the registration form without registering or you will have to contact [Support@SociologicalYou.com](mailto:Support@SociologicalYou.com) to complete the registration.) Remember your login and password as you will use both each time you access ***SociologicalYou***. Upon successfully completing and submitting the form you will be directed to the ***SociologicalYou*** login prompt. Enter the login and password you created to access the textbook and student resources.

**How to login:** To daily access ***SociologicalYou***, go to [http://www.sociologicalyou.com](http://www.sociologicalyou.com/) and select “**Existing Students LOGIN**.” Enter your login and password. You will be directed to the home page where you can select chapters from the “Textbook” dropdown menu, the chapters on the left navigational, or the chapter numbers at the bottom of the page.

**IMPORTANT:** The practice questions within each chapter are strategically placed after each learning objective and are for PRACTICE and REVIEW only. A grade is **NOT** submitted to the instructor. It is recommended you complete the questions so that you can determine how much of the content you are retaining.

**Textbook Features:** ***SociologicalYou*** is an online textbook that is designed to make it easy and fun to read the modular chapters. Each chapter is divided into five themes.

* The Sociological Perspective
* Social Structures
* Social Problems
* The Sociological Imagination
* Social Changes

Each theme provides specific learning objectives and a short review of each in the form of review questions. These questions are designed as retrieval practice and provide a more effective learning strategy than review by rereading.

**Ask the Expert:** This feature provides a sociology expert’s definition of linked terms. Sociology professors and graduate students explain the term in their own words and also share why they chose the field of sociology. For example, in Chapter 1, the term “*symbolic interactionism*” is highlighted as follows: “*His theory is referred to as* ***symbolic interactionism****, a micro view of how society is viewed as a product of interactions between people, which occur via symbols that have distinct meanings.*” When you click on the highlighted term, “***symbolic interactionism***,” a new page will open that provides a definition by Dr. Deeb Kitchen from Florida Gulf Coast University.

**Health Professions Students:** If you are a health professions student, look for the linked superscript “**HP**” after selected terms in each chapter. There are 150 terms applied to the health professions field to help you apply sociology to your future career. For example, in Chapter 1, the definition of sociology is provided as follows: “***SociologicalYou*** *is designed to introduce you to* ***sociology****, the scientific study of social relationships, social institutions, and societies.***HP**  When you click on the HP at the end of the definition, a new page will open that examines the term and provides questions for you to diagnose the issue from a health professional perspective.

**How to Get the Most from *SociologicalYou*:** ***SociologicalYou*** is much more than a textbook – it is a complete learning system for students. It has an unparalleled plethora of resources to help you master the content. We recommend you begin with Chapter 1 and select and review each of the categories of student resources that are below the content of the chapter at the bottom of the page. This will provide insight on all of the resources. Be sure to view the “**Miscellaneous Resources**” in Chapter 1 for study tips and information.

**Support/Help Desk:** Contact the ***SociologicalYou*** Support Team at [support@sociologicalyou.com](mailto:support@sociologicalyou.com). The ***SociologicalYou*** Support Team will normally respond within 2 hours during normal business hours. Students with login issues will be addressed quickly during the evenings and weekends to ensure you have access to ***SociologicalYou*** at all times.

**Questions/Concerns/Help:** You can select the “Support” link at the top of each page or the green circle with a question mark to reach us. The ***SociologicalYou*** Support Team is ready to assist you with all of your questions or issues with purchasing the textbook, registering, logging into the textbook, or how to use the features within ***SociologicalYou***. Thank you!

**Important Notice**

Now that you have read this syllabus, you must use the Canvas email system and contact me immediately. You are to write your “bio” in an email providing me with your given name, the name that you preferred to be called, major interests, etc., and anything else that you think is important to know about you (e.g., where you come from, etc.).

**Miscellaneous Information**

I encourage classroom input. I am available for consultation (by appointment only) and welcome the opportunity to assist you. To arrange for an appointment and for purposes of this course, please use the Canvas mail function (***Inbox***). With the exception of weekends, I vigilantly check my email and usually respond within 24 hours. Ask questions. If there is something that you do not understand, then ask. If you do not ask, I will have to assume that you understand everything that is going on. Do not fall behind in class. Make sure you keep up with readings and notes. If you begin to experience academic difficulty, be sure you consult with me. Do not wait until late in the semester and expect me to be able to be very sympathetic. I value your input, your ideas, and your contributions, and will do my best to encourage them by working with you to create a climate that is conducive to your participation. I am sure that all of you will have something to contribute at one time or other. Please do so. I will treat your contributions with respect and expect you to do the same for your classmates. Finally, I reserve the right to change or make adjustments to this syllabus as I see fit.

**Academic Dishonesty**

Academic dishonesty (cheating and/or plagiarism) will not be tolerated at any time. Any person suspected of academic dishonesty will be handled in accordance with the policies and procedures set forth by the University of North Texas, the College of Liberal Arts and Social Sciences and the Department of Sociology. You will find the complete provisions of the code in the student handbook. Please note that I take academic dishonesty very seriously and the consequences will be very harsh.

Plagiarism is defined as the act of taking another's ideas, words, writings, or research findings and not giving them proper credit through quotations or citations. Even when we are paraphrasing another's ideas, we must give them credit. To do otherwise is to allow the reader to think these ideas and words are your own when they are not. This act is considered theft of intellectual property. Plagiarism is considered one of the most serious transgressions that can be committed in the educational community.

In the case of plagiarism, there are several options available to an instructor, including verbal and/or written reprimand, assignment of a lower grade with an explanation from the instructor, expulsion from the course with the assignment of a passing grade (W), expulsion from the course with the assignment of a failing grade (F), and/or expulsion from the university.

Therefore, all written work should be properly cited when:

1. Describing the ideas of another (even if it is not a direct quotation),
2. Describing the research of another (even if it is not a direct quotation),
3. Using the words, phrases, paragraphs, or pages of another, and/or
4. Quoting the words of another.

**Religious Obligations and Holidays**

If there are reasons that will cause you to “miss” class sessions for religious reasons, etc., sometime during the semester, you must notify me - in advance - in writing by no later than 5:00 PM, Friday, of the first week of classes.

**Add/Drop Policy**

Please refer to the UNT Student Handbook or your department regarding the Add/Drop Policy.

**F-1 Students Taking Distance Education Courses**

U.S. Federal Regulation: For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at:

<http://www.oea.gov/index.php/links/electronic-code-of-federal-regulations>

The specific portion concerning distance education courses is located at:

"Title 8 CFR 214.2 Paragraph (f) (6) (i) (G)” and can be found buried within this document:

<http://www.gpo.gov/fdsys/pkg/CFR-2012-title8-vol1/xml/CFR-2012-title8-vol1-sec214-2.xml>

**University of North Texas Compliance**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on- campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

* 1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
  2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

**Disability Accommodations**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation

during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

**Student Academic Support Services**

Links to all of these services can be found on the Academic Support tab within Canvas:

* Academic Resource Center: buy textbooks and supplies, access academic catalogs and programs, register for classes, and more.
* Center for Student Rights and Responsibilities: provides Code of Student Conduct along with other useful links.
* Office of Disability Accommodation: ODA exist to prevent discrimination on the basis of disability and to help students reach a higher level of independence.
* Counseling and Testing Services: CTS provides counseling services to the UNT community as well as testing services; such as admissions testing, computer-based testing, career testing and other tests.
* UNT Libraries: online library services
* Online Tutoring: chat in real time, mark up your paper using drawing tools and edit the text of your paper with the tutor’s help.
* The Learning Center Support Programs: various program links provided to enhance the student experience.
* Supplemental Instruction: program for every student, not just for students that are struggling.
* UNT Writing Lab: offers free writing tutoring to all UNT students, undergraduate and graduate.
* Math Tutor Lab: located in GAB, room 440.
* Succeed at UNT: how to be “a successful student” information.

**Technical Requirements and Assistance**

The following information has been provided to assist you in preparation for the technological aspect of the course. Please familiarize yourself with the technical requirements to complete this online course:

[Hardware and Software requirements for Canvas (Links to an external site.](https://community.canvaslms.com/docs/DOC-10721-67952720328)

[Canvas Browser Check (Links to an external site).](https://community.canvaslms.com/docs/DOC-10720)

**Minimum Technical Skills Needed:**

* Sending and receiving email
* Creating, sending, and receiving Microsoft Word documents
* Posting to discussion boards
* Printing Word documents OR opening and printing pdf files (using free [Adobe Acrobat Reader (Links to an external site.)](https://get.adobe.com/reader/)
* [Navigating Canvas (Links to an external site.)](https://community.canvaslms.com/docs/DOC-10701)

**Student Technical Support**

The University of North Texas UIT Student Helpdesk provides student technical support in the use of Canvas and supported resources. The student help desk may be reached at:

Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

Phone: 940.565-2324

In Person: Sage Hall, Room 130

Our hours are:

Monday-Thursday 8am-midnight

Friday 8am-8pm

Saturday 9am-5p

Sunday 8am-midnight

**Canvas Voluntary Product Accessibility Template (VPAT)**

This Voluntary Product Accessibility Template, or VPAT, is a tool that administrators and decision-makers can use to evaluate Canvas' conformance with the accessibility standards under Section 508 of the Rehabilitation Act (links to an external site) and the Act WCAG 2.0 AA Standards.

[Canvas LMS Web Content Accessibility Guidelines (WCAG 2.0) Checklist (Links to an external site.)](https://www.canvaslms.com/accesibility)