

## Introduction to Sociology

COURSE CODE: SOC1011

### COURSE DESCRIPTION

This course introduces students to the scientific study of human social life, groups and societies. Students learn and apply the concepts commonly used by sociologists in framing their understanding of institutions, cultures, networks, organizations, and social relations in general. Students thus acquire the conceptual tools that enable them to give social context to individual human behavior, i.e., “to understand the subtle yet complex ways in which our individual lives reflect the contents of our social experience,” as our text authors put it. This really is the overarching goal of sociology. Major topics include sociological theory and method; culture and society; stratification, class, and inequality; gender inequality; ethnicity and race; families; education and religion; and political and economic life. In addition, these topics are all presented within the broader context of *globalization*, a many-faceted process which we can briefly define as the growth of world interdependence. Credits: 3

Class activities and discussions will regularly be supplemented with short film clips selected from award-winning documentaries; these clips are compiled on the Norton Sociology DVD, *Sociology in Practice*.

### COMMUNICATION:

Please use your email in Canvas to contact me throughout this course. I will respond to you within 12 hours of your email. In some cases, communications will be sent that require a response within 24 hours. Communication is a graded aspect of the course.

**TEXTBOOK:** (Textbooks are supplied by the Sending School or student unless alternative arrangements have been made)

(to be regularly supplemented with selected readings and related media) *Essentials of Sociology* (7<sup>th</sup> edition), Anthony Giddens et al., W.W. Norton & Company, Inc., New York, NY, Copyright 2019.

Other Course Materials required:

- A YouTube Account
- A planner, note paper, highlighters, etc.
- Smart phone with a personal video camera
- A reliable computer, possibly with a camera, internet connection
- Headphones and a microphone

### COURSE REQUIREMENTS:

Students will need the ability to access our online course content through a browser running on a desktop or laptop computer. Mobile phones and tablets may not be adequate or appropriate for some aspects of the course materials. All popular browsers are supported, but we recommend Chrome or Firefox if available. A web cam is highly recommended.

A productivity suite such as Microsoft Office, Microsoft Office 365, Google G-Suite, or Open Office is recommended or may be required for Landmark College Online courses. If students will be accessing courses from school networks, it is important to note that some required materials are hosted on public sites including YouTube and Vimeo. If your school employees content filtering systems which block access to such sites, students may have issues completing their assignments.

## COURSE EXPECTATIONS

Reading at a college-level is the primary means of information gathering. Effective and efficient reading form the basis for college-level writing, research, and discussion. Students will be expected to read deeply to enable them to understand, discuss, and apply the information to a variety of academic tasks. Working with college-level reading requires determining the meaning of unfamiliar vocabulary, using main ideas and supporting details to support content literacy, and varying the use of critical reading techniques to logically comprehend concepts.

Writing at a college-level supports comprehension of content and enhances critical thinking. Students will be expected to engage in academic writing that demonstrates an understanding of content knowledge, a clear purpose, and organization flow. Attention to spelling, punctuation, and grammar are expectations for written assignments.

Communication is integral to success in an online college-level course. Students are expected to fully access all instructor-initiated communications, ask questions if clarification is needed, and follow-up on any actions assigned. Communication will be primarily in written modes but may include oral communication through videos and conferences.

Self-management is a core component of online learning. A key expectation is that students will adhere to established due dates and assignment guidelines for the course learning activities. All assignments, tests, and quizzes are to be submitted on the date indicated for full point consideration. Any work submitted after that time will receive partial point value as per the course guidelines.

## ADDITIONAL EXPECTATIONS

See Addendum A: Course Guidelines document for a comprehensive overview of course expectations.

## COURSE FORMAT

This college course is designed to offer you the opportunity to learn in an online format. All assignments, etc. will occur online through this course website. Working with your Support Liaison, your class time will be used to complete the work for this course, get extra help, work with peers and perform your presentations. A detailed semester schedule with due dates of work is provided in Canvas. Overall, this course will require a great deal of independence and self-motivation to complete successfully with the goal of preparing you for the next step in your education.

In order to integrate online educational experiences and knowledge, Introduction to Sociology has been designed to incorporate synchronous and asynchronous learning opportunities. Students will engage with the instructor through regular feedback on assignments, periodic conferences/work sessions, and email communications. All are integral to the learning opportunities embedded in the course.

## COURSE OBJECTIVES & GOALS

Students who successfully complete this course will be able to:

- use the terminology, concepts, and theories of sociology to frame and understand real world phenomena
- demonstrate knowledge of the attributes, similarities, and differences of fundamental perspectives within sociology
- articulate how the scientific method is used in sociology and how it can be applied to ask key researchable questions
- describe the steps necessary in conducting research
- use personal experience, observation, reflection, and sociological knowledge to make inferences about course content
- generate examples that illustrate how the limits of human intuition and biases can compromise rational, reasonable thinking within the discipline of sociology

- display an understanding of how what people often take for granted—e.g., what they may think is good, bad, or inevitable—is strongly influenced by social and historical forces

## COURSE GRADING

### Assessment

• Preparation & Participation	20%
• Chapter Quizzes	25%
• Discussion Boards	30%
• Reflection Papers	15%
• Presentation	10%
Total	100%

## EXPLANATION OF COURSE ASSESSMENTS AND GRADING CRITERIA

Assignments are subject to change at professor’s discretion.

### Participation 20%:

Students participation grade makes up 20% of your grade. Participation is an opportunity to engage in the course in a mature in a productive manner. There are two elements to your participation:

**First**, is your regular academic interaction in discussion boards following netiquette policy and assignment guidelines. **The Primary post** in your discussion board response is your initial response to the question. Usually the Primary Post has your answer to a specific question and includes pictures and hyperlinks.

**The Secondary Post** refers to reviewing your peers’ responses and providing feedback to what others have shared. Secondary posts often turn into conversation strings in the activity. Students must do both a Primary Post and a Secondary Post. Please be mindful of the class Netiquette Policy when posting in the discussions. Secondary Posts should comment in depth on your peers’ work. Write specifically what you like about the post, how it's different from your own, your reactions, etc. To receive full credit, you must do both a Primary Post and a Secondary Post.

**Second**, is your interaction with the instructor. This includes required scheduled meetings and reaching out to the instructor with any questions via email, message, phone call or text.

## LANDMARK COLLEGE GRADING SCALE

Letter Grade	GPA Equivalency	Grade Scale	Definition (credit courses only)
A	4.0	93-100	Excellent; distinguished achievement in all phases of the course
A-	3.7	90-92	
B+	3.3	87-89	Very good; high level of achievement in some phases of the course
B	3.0	83-86	
B-	2.7	80-82	
C+	2.3	77-79	Fair; basic understanding of subject has been demonstrated
C	2.0	73-76	
C-	1.7	70-72	
D+	1.3	67-69	Poor; minimal performance
D	1.0	63-66	

D-	0.7	60-62	Passing
F	0.0	0-59	Failure

## WORK COMPLETION

Students who do best in this course complete readings and homework on a regular basis—and on the days that such assignments are due to be discussed and reviewed. Not coincidentally, these students are the ones who benefit most from the course and who also find it the most interesting. After all, it’s much easier to become bored if you haven’t done the day’s requisite reading and/or homework. This also explains why “Preparation” and “Participation” are linked together in the assessment section above: students who are prepared by having completed the day’s requisite reading/homework are much more likely to participate (or participate meaningfully) than those who don’t.

## COURSE TOPICS & SCHEDULE

Week	Days	Topics
<b>Unit 1: Introduction to Sociology Theory and Research</b>		
<b>1</b>		Topic: <b>Introduction to the Course</b> Reading assignment: Read the Syllabus. Assignment and Activities: <ul style="list-style-type: none"> <li>• Learn to Navigate the Learning Management System (Canvas)</li> <li>• Discussion: Introducing Yourself</li> <li>• Syllabus Quiz</li> </ul>
<b>2</b>		Topic: <b>Sociological Theory and Perspectives</b> Reading assignment: Chapter 1, 2-21. Assignment and Activities: <ul style="list-style-type: none"> <li>• Watch Lecture Presentation Video and other videos provided</li> <li>• Pre-Test</li> <li>• Discussion: Functionality vs Conflict Theory</li> <li>• Post-Test</li> </ul>
<b>3</b>		Topic: <b>Sociology Research</b> Reading assignment: Chapter 1, 21-39. Assignment and Activities: <ul style="list-style-type: none"> <li>• Watch Lecture Presentation Video</li> <li>• Pre-Test</li> <li>• Discussion: Sociology Research</li> <li>• Post-Test</li> </ul>
<b>Unit 2: Culture</b>		
<b>4</b>		Topic: <b>Culture and Society</b> Reading assignment: Chapter 2, pp. 40-57. Assignment and Activities: <ul style="list-style-type: none"> <li>• Watch Lecture Presentation Video and other videos provided</li> <li>• Pre-Test</li> <li>• Discussion: Constructing the Social World</li> <li>• Reflection Paper #1 Due</li> <li>• Post-Test</li> </ul>
<b>5</b>		Topic: <b>Preindustrial Societies and Globalization; Socialization</b> Reading assignment: Chapter 2, pp. 58-69; Chapter 3, pp. 70-84. Assignments and Activities: <ul style="list-style-type: none"> <li>• Watch Lecture Presentation Video and other videos provided</li> <li>• Pre-Test</li> <li>• Discussion: Agents of Socialization</li> <li>• Post-Test</li> </ul>
<b>6</b>		Topic: <b>Groups, Networks, and Organizations</b>

	<p>Reading assignment: Chapter 5, pp. 128-155.</p> <p>Assignment and Activities:</p> <ul style="list-style-type: none"> <li>• Watch Lecture Presentation Video</li> <li>• Pre-Test</li> <li>• Discussion: Groups, Networks and Organizations</li> <li>• Post Test</li> </ul>
<b>Unit 3: Inequality</b>	
<b>7</b>	<p>Topic: <b>Stratification, Class, and Inequality</b></p> <p>Reading assignment: Chapter 7, pp. 1990-221.</p> <p>Assignments and Activities:</p> <ul style="list-style-type: none"> <li>• Watch Lecture Presentation Video and other videos provided</li> <li>• Pre-Test</li> <li>• Discussion: Stratification, Class, and Inequality</li> <li>• Reflection Paper #2 Due</li> <li>• Post-Test</li> </ul>
<b>8</b>	<p>Topic: <b>Global Inequality</b></p> <p>Reading assignment: Chapter 8, 222-247.</p> <p>Assignments and Activities:</p> <ul style="list-style-type: none"> <li>• Watch Lecture Presentation Video and other videos provided</li> <li>• Pre-Test</li> <li>• Discussion: Global Inequality</li> <li>• Post Test</li> </ul>
<b>Unit 4: Race/Gender</b>	
<b>9</b>	<p>Topic: <b>Gender Inequality</b></p> <p>Reading assignment: Chapter 9, 248-281.</p> <p>Assignments and Activities:</p> <ul style="list-style-type: none"> <li>• Watch Lecture Presentation Video and other videos provided</li> <li>• Pre-Test</li> <li>• Discussion: Gender Inequality</li> <li>• Post-Test</li> </ul>
<b>10</b>	<p>Topic: <b>Race, Ethnicity and Racism</b></p> <p>Reading assignment: Chapter 10, 282-319.</p> <p>Assignments and Activities:</p> <ul style="list-style-type: none"> <li>• Watch Lecture Presentation Video and other videos provided</li> <li>• Pre-Test</li> <li>• Discussion: Race and Ethnicity</li> <li>• Reflection Paper #3 Due</li> <li>• Post-Test</li> </ul>
<b>Unit 5: Change</b>	
<b>11</b>	<p>Topic: <b>Families and Intimate Relationships</b></p> <p>Reading assignment: Chapter 11, pp. 320-353.</p> <p>Assignments and Activities:</p> <ul style="list-style-type: none"> <li>• Watch Lecture Presentation Video and other videos provided</li> <li>• Pre-Test</li> <li>• Discussion: Families and Intimate Relationships</li> <li>• Post-Test</li> </ul>
<b>12</b>	<p>Topic: <b>Sociology of Education</b></p> <p>Reading assignment: Chapter 12, pp. 354-370.</p> <p>Assignments and Activities:</p> <ul style="list-style-type: none"> <li>• Watch Lecture Presentation Video and other videos provided</li> <li>• Pre-Test</li> <li>• Discussion: Education</li> <li>• Post-Test</li> </ul>
<b>13</b>	<p>Topic: <b>Religion as a Social Institution</b></p> <p>Reading assignment: Chapter 12, pp. 371-389.</p>

	<p>Assignments and Activities:</p> <ul style="list-style-type: none"> <li>• Watch Lecture Presentation Video and other videos provided</li> <li>• Pre-Test</li> <li>• Discussion: Religion</li> <li>• Reflection Paper #4 Due</li> <li>• Post-Test</li> </ul>
<b>14</b>	<p>Assignments and Activities:</p> <p>Submission of Presentation on the Life and Work of a Sociologist</p>

# Addendum A

## Course Policies

### TECHNOLOGY AND SYSTEM REQUIREMENTS

Students will need the ability to access our online course content through a browser running on a desktop or laptop computer. Mobile phones and tablets may not be adequate or appropriate for some aspects of the course materials. All popular browsers are supported, but we recommend Chrome or Firefox if available. A web cam is highly recommended.

A productivity suite such as Microsoft Office, Microsoft Office 365, Google G-Suite, or Open Office is recommended or may be required for Landmark College Online courses.

If students are accessing courses from school networks, it is important to note that some required materials are hosted on public sites including YouTube and Vimeo.

Consider adding a text to speech option such as Speak It and a dictionary option such as Google Dictionary if needed.

### CLASSROOM BEHAVIOR EXPECTATIONS

"All students and staff of Landmark College are members of a unique educational community; whose goal is to enable each student to tap his or her full potential for success. Such a challenging goal requires tremendous individual effort on the part of each student and cooperative effort on the part of each member of the Landmark community. The guiding principles of the Landmark community include hard work, respect for others and oneself, honesty, personal accountability, and careful organization of time and materials."

More information on the Student Code of Conduct can be found on page 3 of the [Student Handbook](#).

### COMMUNICATION

Ongoing and timely communication is critical in a collaborative online learning environment. Therefore, in keeping with accepted standards of professionalism, responses to communications, originating from students or the instructor will take place within 24 hours (or by the end of the next business day in the case of weekend communication). In some cases, communications will be sent that require a response within 24 hours. Communication is a graded aspect of the course.

### DISCUSSION EXPECTATIONS

#### Ground Rules for Online Discussions

1. **Participate:** Students must contribute to the conversations. Providing insightful commentary in the online discussions is a graded requirement for passing the course.
2. **Use Proper Writing Style:** A virtual classroom is a professional environment. Correct spelling, grammar, and style are expected in all scholarship and academic writing.
3. **Respect Diversity:** Derogatory and sarcastic comments and jokes that marginalize anyone are unacceptable. Offensive language—or language that could be construed as offensive—should be avoided and defused.
4. **No Flaming:** Criticism must be constructive, well-meaning, and well-articulated. Rants directed at any contributor are unacceptable. Profanity is unacceptable in any situation.

### HOMEWORK POLICY

Assignments are directly correlated to the learning taking place at the time. In addition, the course goals and objectives include a focus on maintaining an effective organization system to manage course materials, support assignment completion, and enhance participation in course discussions, quizzes, and tests. Therefore, established due dates will be strictly adhered to throughout the semester. If you find yourself challenged with an assignment, contact your instructor to discuss an Action Plan.

## OFFICE HOURS

Office hours will be scheduled by your course instructor and available in the syllabus. Times may vary as we seek to address schedules that vary across schools and states. Office Hours will be held via Conferences in the Canvas course website.

## College Policies

### STANDARDS OF CONDUCT

All students and staff of Landmark College are members of a unique educational community, whose goal is to enable each student to tap his or her full potential for success. Such a challenging goal requires tremendous individual effort on the part of each student and cooperative effort on the part of each member of the Landmark community. The guiding principles of the Landmark community include hard work, respect for others and oneself, honesty, personal accountability, and careful organization of time and materials. The following standards of conduct are examples and general expectations for all student members of the Landmark College community:

1. Honesty: Students will exhibit honesty in academic endeavors and in all aspects of campus life.
2. Safety: Students will make a commitment to contribute to a safe, clean, congenial, and productive living & learning environment.
3. Understanding: Students will make a commitment to understand their own strengths and challenges, and to work towards academic and personal growth.
4. Respect for Others: Students will show respect for the feelings, time, efforts, and physical well-being of others, and for their capacity for growth.
5. Respect for Property: Students will show respect for the property and materials of Landmark College as well as the personal property of all members of the Landmark community.
6. Respect for Community: Students will respect the rules and regulations of Landmark College and its governing bodies, and the laws of the State of Vermont and of the United States.

### ACADEMIC HONESTY AND PLAGIARISM POLICY

“As an academic community, Landmark strives to instill and foster intellectual honesty and integrity. Effective evaluation of student work can occur only in an environment in which intellectual honesty is respected. Academic dishonesty is a clear violation of academic integrity and academic responsibility.”

Academic integrity and responsibility are important in the classroom. Academic dishonesty may include, but is not limited to, plagiarism (of references or other students), failing to appropriately cite sources or figures, or submitting work completed by another person.

See more at: <http://catalog.landmark.edu/content.php?catoid=9&navoid=186#academic-dishonesty-and-plagiarism>

### ACCOMMODATIONS POLICY

Given the nature of Landmark Colleges' approach to teaching, students may find that many of the disability related academic accommodations which might be customary at traditional institutions of higher education may not be needed with a Landmark College online course.

However, if you feel that you may need individual academic accommodations, the College has policies and procedures in place to evaluate requests and ensure access. To view policies and procedures for requesting academic accommodations at Landmark College please visit: <https://www.landmark.edu/student-life/our-community/request-for-accommodations>