SOC 1001: Introduction to Sociology

Summer, 2019

(4 credits)

Fully online course

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Introduction to the Course

“Man is an animal suspended in webs of significance he himself has spun.”
- Clifford Geertz

Course Description
This course is designed to introduce you to the study of society and what sociologists call the "sociological imagination": a way of viewing the events, relationships and social phenomena that shape our individual lives and much of our collective experience. Through the course we will examine some of the central concepts and problems that have preoccupied both classical and contemporary sociologists and gain a sense of how the sociological imagination can illuminate the social forces that have a concrete impact on our everyday lives. Throughout the course you will be asked to consider the ways in which society affects your life, and how you, in turn, affect society.

Educational Purpose
This course serves as a required prerequisite for admission into the CLA major in Sociology. It can also be used as an elective undergraduate/graduate course.

Prerequisites
None. Soc Majors/Minors must register A-F.

Course Philosophy
I believe sociology is inherently interesting to most people -- it tackles issues that are central to our everyday lives, such as gender relations, racial identities, and religious expression. As your instructor, I see my role as being the one to help you develop a sociological perspective so you can better understand your own experiences and struggles. You are probably already thinking about many of the issues we will cover in this course, and I want you to walk away from this course with the ability to use sociological concepts and methods to understand these issues. I know many of you are not sociology majors and are on your way to careers in medicine, law, or community activism -- this may be the only sociology course you take, and my goal is to properly introduce you and give you some tools from the sociological toolkit to take with you.

My approach to teaching and learning stems directly from my experience as a student. I’ve learned most from courses that asked me to engage with others in the classroom, to frequently summarize and engage with readings, and to synthesize information across readings and topics. So this course is built on those concepts. You will engage in discussions with others in the class in the forums and group activities, you will write short essays that synthesize readings and concepts in the exams and assignments, and you will be asked to summarize readings and concepts in the weekly journals and forums.

This is an introductory course, but it will require your sustained effort and commitment. Be prepared to read everything thoroughly and respond thoughtfully. There are no multiple choice quizzes or assignments you can do without doing the readings and being engaged in the weekly discussions. Learning about sociology means learning a whole new perspective with which to understand the world around you. Like learning a new language, this takes work and requires
active reading, asking questions, and keeping an open mind.

Finally, I want to emphasize that this must remain a safe space for everyone.

Considering and respecting alternative perspectives, beliefs, and customs is a prerequisite for thinking sociologically. Sociology is in many ways the study of everything you are not supposed to talk about at the dinner table – politics, religion, and race, just to name a few. We will cover many topics that can and will elicit emotions and can quickly become triggers for you or others in the class. So please be respectful of others in your posts and discussions. This is an online space, which makes it easier to forget that we are all humans with feelings and complex lives. Personal attacks, disparaging remarks, or attempts to dominate the conversation will not be tolerated. We will certainly disagree on some things and many of us will learn new information that challenges things we held to be true for a long time – both of which are good things. Learning requires keeping an open mind and reflecting critically on what you know and do not know. I ask that everyone keep this in mind when engaging in what I hope will be numerous lively discussions throughout the course.

Course Materials

Required Materials

Textbooks

- Introduction to Sociology 2e. Openstax. Free PDF online. Included in library course page.
- Writing for Sociology 2nd ed. By Jones & Quinn. Free PDF online. Included in library course page.
- Getting Culture. Edited by Douglas Hartmann and Christopher Uggen.
- Color Lines and Racial Angles. Edited by Douglas Hartmann and Christopher Uggen.

Library Course Page

The library course page (in the left margin of the course home page) aggregates all course materials: textbook, library resources, weblinks, even pay-per-use items. This is the result of a collaboration between CCAPS and Wilson Reserves to leverage library resources, abide by copyright clearance requirements, and leverage creative commons resources.

Webcam / Microphone - Headset
Prepare to collaborate online in video by ensuring you have a functional webcam designed for video calls and a headset-microphone to assure good audio quality.

**Canvas App**

The Canvas App is the mobile version of Canvas that helps you stay current with your courses anywhere you go. To download the Canvas Mobile app for Android or IOS, visit your Google Play Store or IOS App Store.

To learn more about navigating the Canvas mobile application, visit the Canvas Mobile Guides and select the Canvas by Instructure Android Guide or Canvas by Instructure iOS Guide suitable for your device.

To order course materials that are available through the University of Minnesota Bookstores, go to the Search page at the University of Minnesota Bookstores Web site, and use the option to "Search for Books by Department, Course, or Author." Or you may call 612-625-6000 or 1-800-442-8636 and ask for ODL book service.

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**Technical Requirements**

**Browser supported by Canvas**

Canvas recommends updating to the most current version of your preferred browser. Your browser will notify you if there is a new version available.

Some supported browsers may still produce a banner stating Your browser does not meet the minimum requirements for Canvas. If you have upgraded your browser but you are still seeing the warning banner, try logging out of Canvas and deleting your browser cookies.

To learn more about browser compatibility with canvas, visit the Canvas Supported Browsers page.
Please note that if your course utilizes Google Hangouts Meet for Virtual Office Hours, Google Hangouts Meet is only available on the Google Chrome browser.

**Duo Security**

In response to an increase in cybercrimes across the country, in our communities, and on our campuses at the University of Minnesota, **Duo Security (two-factor authentication) will be required at the University of Minnesota Sign-In page.** The Sign-In page is the University’s gateway to applications such as MyU, G Suite (Gmail, Calendar, Docs, etc.), Canvas, and many others.

For how-to instructions, assistance setting up Duo, or additional resources, please see the IT@UMN page on [Duo Two Factor Authentication](#).

**Learning Technologies**

This course uses the following technologies, many of which can be accessed and used from mobile devices.

<table>
<thead>
<tr>
<th>Tutorial</th>
<th>Mobile</th>
<th>Accessibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="#" alt="Flipgrid" /></td>
<td><strong>Flipgrid</strong></td>
<td>iOS &amp; Android</td>
</tr>
<tr>
<td><img src="#" alt="Google Hangouts Meet" /></td>
<td><strong>Google Hangouts Meet</strong></td>
<td>iOS &amp; Android</td>
</tr>
<tr>
<td><img src="#" alt="Google Drive" /></td>
<td><strong>Google Drive</strong></td>
<td>iOS &amp; Android</td>
</tr>
</tbody>
</table>

**Student Help**

Access the many support resources made available to you by the university via the Student Help button located under Course-level Resources on your course home page.
Learning Outcomes

Course-level Outcomes (CO)

1. Demonstrate recognition that everyday experiences, from minor thoughts and interactions to sweeping social problems, are socially constructed.

2. Demonstrate, in writing, an understanding of key sociological concepts, terms, theories, and perspectives.

3. Evaluate current events, social policies, and personal experiences using sociological concepts, theories, and perspectives.

4. Critically evaluate written arguments by assessing their evidence, methods, and assumptions.

Higher-level Competencies

The College of Liberal Arts (CLA) is dedicated to fostering the Core Career Competencies essential for the 21st century.

In SOC 1001 you will practice:
Course Schedule

Modules run from Monday through Sunday. Most assignments are due by 11:55 p.m. Sunday at the end of the week in which they are assigned but there are different timelines for initial discussion posts, reading journal assignments, and exams. For more information, see your Canvas course site.

<table>
<thead>
<tr>
<th>Module (Week)</th>
<th>Topic</th>
<th>Learning Activities</th>
</tr>
</thead>
</table>
| 1             | Getting Started What is Sociology? | ● Start Here Quiz  
               |                   | ● Introduce Yourself via Flipgrid  
               |                   | ● Reading Journal 1 |
| 2             | Theory and Method in Sociology | ● Reading Journal 2  
               |                   | ● Discussion 2 |
| 3             | Culture and Society | ● Reading Journal 3  
               |                   | ● Discussion 3  
               |                   | ● Assignment 3: Research Methods  
               |                   | ● Provide Course Feedback |
| 4             | Socialization and the Social Construction of Reality | ● Reading Journal 4  
               |                   | ● Discussion 4 |
| 5             | Education and Social Stratification | ● Reading Journal 5  
               |                   | ● Discussion 5  
               |                   | ● Exam 1 Study Discussion (optional)  
               |                   | ● Exam 1 opens |
| 6             | Gender and Sexuality | ● Exam 1 due  
               |                   | ● Reading Journal 6  
               |                   | ● Discussion 6  
<pre><code>           |                   | ● Assignment 6: Journal Article Review |
</code></pre>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Race and Ethnicity</td>
<td>● Reading Journal 7&lt;br&gt;● Discussion 7&lt;br&gt;● Provide Course Feedback</td>
</tr>
<tr>
<td>8</td>
<td>Religion and Non-religion</td>
<td>● Reading Journal 8&lt;br&gt;● Discussion 8&lt;br&gt;● Assignment 8: Mapping Intersectionality</td>
</tr>
<tr>
<td>9</td>
<td>The Basics of Academic Writing: Theses, Organization, and Citations</td>
<td>● Reading Journal 9&lt;br&gt;● Sign up for Social Movement Assignment&lt;br&gt;● Assignment 9: Research Paper Proposal</td>
</tr>
<tr>
<td>10</td>
<td>Crime and Punishment</td>
<td>● Reading Journal 10&lt;br&gt;● Discussion 10&lt;br&gt;● Exam 2 Study Discussion (optional)&lt;br&gt;● Exam 2 opens</td>
</tr>
<tr>
<td>11</td>
<td>Health and the Body</td>
<td>● Exam 2 due&lt;br&gt;● Reading Journal 11&lt;br&gt;● Discussion 11&lt;br&gt;● Assignment 11: Podcasts and Public Sociology</td>
</tr>
<tr>
<td>12</td>
<td>Globalization and the Environment</td>
<td>● Reading Journal 12&lt;br&gt;● Discussion 12&lt;br&gt;● Assignment: Research Paper Outline</td>
</tr>
<tr>
<td>13</td>
<td>Power, Politics, and Social Movements</td>
<td>● Reading Journal 13&lt;br&gt;● Discussion 13&lt;br&gt;● Social Movement Strategy&lt;br&gt;● Exam 3 Study Discussion (optional)&lt;br&gt;● Exam 3 opens</td>
</tr>
<tr>
<td>14</td>
<td>Wrap-up and Review</td>
<td>● Exam 3 due&lt;br&gt;● Research Paper 14 due&lt;br&gt;● SOC 1001 Course RATE&lt;br&gt;● Complete Online Course Evaluation&lt;br&gt;● Complete your Student Rating of Teaching</td>
</tr>
</tbody>
</table>

**Discussion Guidelines**
We will use Canvas Discussions to discuss selected topics and complete collaborative group activities. These discussions are linked in the individual modules and indicated by the icon below.

Review the learning resources for the week and the module learning objectives before posting in discussions.

The weekly discussion areas provide opportunities for you to show your knowledge of the readings and to engage in exchanges with your classmates. These areas are linked in most of the individual modules.

**Discussion Guidelines**

| Tone | Be considerate. Address peers by name and keep language direct and respectful.  
|      | Be an active participant. Read responses thoroughly and compliment peers for original or strong ideas. |
| Respect | Respond instead of reacting.  
|         | Reread your messages before sending them.  
|         | Respect your peers’ privacy. Don’t share student work beyond the course site. |
| Clarity | Practice strong informal writing. Avoid slang, jargon, sarcasm or CAPS.  
|         | Ask questions when you need more information.  
|         | Do not present personal opinions as facts. Back contributions with evidence and cite your sources |
| Tolerance | Stay open-minded. Remember there is no right or wrong in a discussion. A variety of perspectives add depth.  
|         | Critique the content, not the person.  
|         | Encourage discussion by using “I” statements.  
|         | Respect cultural differences and work effectively with people from different social and cultural backgrounds. |

**Individual Activities**
Introductions Flipgrid
Due: Sunday of Module 1 @ 11:55 PM
Please introduce yourself to your fellow classmates and to me by following the Flipgrid link under Module 1. Your participation confirms that you have actively joined the online course community.

In 2-3 minutes, tell us your name, your current or potential major(s), why you are taking this class, and whether you have taken a sociology class before. Finally, tell us a bit about yourself -- hobbies, what you are doing this summer, etc. If you experience any technical difficulties, please contact me via email or Google Hangout Meets.

Reading Journal
Due: Wednesdays in Modules 1 - 13 @ 11:55 PM
Reading Journal Guidelines

Research Methods
Due: Sunday of Module 3 @ 11:55 PM
Research Methods Guidelines

Journal Article Review
Due Sunday of Module 6 @ 11:55 PM
Journal Article Review Guidelines

Mapping Intersectionality
Due: Sunday of Module 8 @ 11:55 PM
Mapping Intersectionality Guidelines

Podcasts and Public Sociology
Due: Sunday of Module 11 @ 11:55 PM
Podcasts and Public Sociology Guidelines

Research Paper
Proposal Due: Sunday of Module 9 @ 11:55 PM
Outline Due: Sunday of Module 12 @ 11:55 PM
Final Paper Due: Sunday of Module 14 @ 11:55 PM
Research Paper Guidelines

Group Activities

Social Movement Strategies
Due: Sunday of Module 13 @ 11:55 PM
Social Movement Strategies Guidelines

Exams

Exam Information

<table>
<thead>
<tr>
<th>Materials Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
</tr>
<tr>
<td>Modules 1-5</td>
</tr>
<tr>
<td>Exam 2</td>
</tr>
<tr>
<td>Modules 6-10</td>
</tr>
<tr>
<td>Exam 3</td>
</tr>
<tr>
<td>Modules 11-13</td>
</tr>
</tbody>
</table>

Although you may consult the course materials when answering the questions, in order to get a good grade you will need to prepare as for a closed-book, in-class exam by ensuring you have a general knowledge of the concepts in the assigned modules. I expect you to work alone and not discuss the questions with your fellow classmates once you’ve begun the exam.

- Essay format; summary and synthesis
- 5 questions
- Each answer should be 300-600 words.
- 3 days to complete (Sunday through Tuesday)
- No direct quotes in essays
- Open book

Last Reviewed: OES Team - JH
Date: 3/07/2019
• 100 points total, 20 points each question

The exams are essay in format and will ask you to summarize and synthesize concepts and examples from across the readings. A week prior to each exam, I will post a study guide listing the concepts and topics the exam will focus on. I will also open a study forum where students can ask me and each other questions related to the study guide and the readings.

Essay responses should be in paragraph format and need to address every part of the essay question posed.

**Quoted Material and Citations**

There should be no direct quotations in the essay responses. The purpose of the exam is to show your understanding of the material, and relying on quotations to define your concepts and explain your ideas is not a great way to do that. So put everything in your own words and use your own examples.

However, I do want you to reference your sources in some way informally. You could say, “As Joel Best explained, yada yada” or “Statistics are good for x and y (Joel Best)”. To cite your textbook, just cite the chapter. No page numbers are needed because there will be no direct quotes. You are welcome to draw on your forum posts and journal entries if you have already answered part of a question and want to reuse it. You can also reference your classmate’s forum posts, but you must give them credit and, again, no direct quotations.

Essay responses should focus on defining concepts and theories, citing evidence from the readings to support arguments, and illustrating arguments with examples. Limit inserting your own opinion unless an essay question asks for it. If that’s the case, be sure you discuss how your opinion is based on evidence from the readings or discuss why you are questioning the evidence.

**Grading Rubric for Exams**

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-20 pts</td>
<td>Answer correctly identifies, defines, and summarizes relevant class concepts and readings. Answer is well-written and includes numerous examples. All parts of the question are clearly addressed and class materials are cited informally throughout. There are no direct quotations and all definitions and examples are in your own words.</td>
</tr>
<tr>
<td>11-15 pts</td>
<td>Answer correctly identifies and summarizes some of the relevant class materials, but needs more examples and support from the readings and assignments. Some parts of the question are only partially addressed or not</td>
</tr>
</tbody>
</table>
addressed at all. There are no direct quotations, but some wording and examples are taken directly from the textbook. Citations are sparse.

| 0-10 pts | Answer does not correctly identify the relevant class materials and any examples or definitions are incomplete or unrelated. There are little to no citations and you have done little to translate the material into your own words or examples. Multiple parts of the question are left unanswered. |

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**Grading**

**Grading Table**

The following table summarizes the requirements and grading of the assignments in this course. The specific instructions and rubrics for each activity are either found above in this syllabus or are included in the appropriate discussion or assignment link.

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Individual/Group</th>
<th>Assessment</th>
<th>Points</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Journal</td>
<td>Individual</td>
<td>● 13 entries @ 10 pts/ea</td>
<td>130</td>
<td>12%</td>
</tr>
</tbody>
</table>
| Discussion Participation | Individual | ● summaries @ 30 pts/ea  
● responses @ 10 pts/ea | 440     | 20%        |
| Assignments       | Individual/Group | ● Introduce Yourself @ 15 pts  
● Research Methods @ 25 pts  
● Journal Article Review @ 30 pts  
● Mapping Intersectionality @ 30 pts  
● Podcasts and Public Sociology @ 30 pts  
● Social Movements @ 40 pts | 170     | 17%        |
<p>| Exams             | Individual       | ● 3 exams @ 100 pts/ea | 300     | 30%        |</p>
<table>
<thead>
<tr>
<th>Final Paper</th>
<th>Individual</th>
<th>● Proposal @ 20 pts</th>
<th>● Outline @ 50 pts</th>
<th>● Research Paper @ 130 pts</th>
<th>200</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>RATE</td>
<td>Individual</td>
<td>Complete a RATE reflection</td>
<td></td>
<td></td>
<td>10</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Late Submissions**

Late work including late proctored exams will only be accepted with prior approval from the instructor.

**Make-up Work for Legitimate Absences**

You are responsible for informing your instructor as soon as possible of missed classes or missed proctored exams for legitimate reasons and provide documentation of the reason for absence. Reasonable and timely accommodations will be arranged.

**Withdrawals**

Week 10 is the last week to withdraw without your college's approval during Spring and Fall semesters. For Summer, check the Cancel/add & refund deadlines page and step-by-step guide to dropping a class.

**Incompletes**

An incomplete is assigned at the discretion of the instructor when a student is prevented from completing the work of the course on time due to extraordinary circumstances (e.g. hospitalization). Incompletes require a written agreement between instructor and student. For more information, please view Grading and Transcripts: Twin Cities, Crookston, Morris, Rochester. An Incomplete Grade Contract is available on the One Stop website Forms page in both electronic and PDF formats. The student must initiate the e-form.

**Grade Distribution**

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 ≤</td>
<td>A</td>
<td>Represents achievement that significantly exceeds expectations in the course.</td>
</tr>
<tr>
<td>90 ≤</td>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>87 ≤</td>
<td>B+</td>
<td></td>
</tr>
<tr>
<td>83 ≤</td>
<td>B</td>
<td>Represents achievement that is above the minimum expectations in the course.</td>
</tr>
<tr>
<td>80 ≤</td>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>77 ≤</td>
<td>C+</td>
<td></td>
</tr>
</tbody>
</table>
### Expected Student Academic Work per Credit

UMN defines one undergraduate credit as equivalent to 42-45 hours of learning effort distributed across a semester (including all classroom and outside activities).

Please review the [UMN Policy on Expected Student Academic Work per Credit](#).

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### Student Rights and Responsibilities

#### Student Rights

Students can expect:

- the instructor will *return email and phone communications* within 2 business days unless otherwise announced in the course
- *discussion participation* will be responded to/graded within 7 days of the due date
- *assignments* will be graded within 14 days of the due date

#### Student Responsibilities

Students are responsible for:

- reviewing any assigned learning resources as stated in the weekly Module Overviews
- reading all discussion postings in the weekly modules as assigned
- posting weekly discussion postings as assigned
- assuring that their computer is compatible and working to engage effectively in this online course

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For more information on UMN Grade Distribution, please see [Grades and Transcripts](#).
• uploading assignments before or on the assigned due date/time

Academic Policies and Accommodations

Academic Policies

Academic Accommodations

Syllabus subject to change
This syllabus may change as needed to support the student learning outcomes for this course.