**Introduction to Sociology**

**SOCI 101-700,900**

**June 6- July 8, 2016**

**Instructor**: Brandi Woodell, M.A. **Office Hours**: 9-11am Mondays (Virtual)

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**Required Text**:

Giddens, Anthony, Mitchell Dunneier, Richard P. Appelbaum, and Deborah Carr. 2016. Introduction to Sociology, Seagull 10th Edition. New York, NY: W.W. Norton & Company, INC. ISBN: 978-0-393-26516-3.

Additional readings will be provided via Blackboard.

**Course Description:**

This online course provides a survey of the discipline of Sociology: its histories, theories, controversies, and applications. Sociology is the study of societies and the social worlds that individuals inhabit within them; sociologists study human social activities, ranging from ideologies (beliefs, values, etc.), identities (group identifications, cultures, etc.), interactions (social construction of realities, presentations of selves), inequalities (socioeconomic status, gender, race/ethnicity, sexuality, etc.) and institutions (families, economies and occupations, religions, health, etc.). The discipline of Sociology provides diverse perspectives and methods to understanding social phenomena. In this introductory course, we will explore how social forces shape individuals, and how individuals construct and change social systems. As students, you will be tasked with developing a sociological imagination: the capacity to think systematically about how things we experience as personal problems are really social issues that are widely shared by others born in a similar time and social location as us.

**Learning Objectives:**

* identify and apply the basic concepts, theories, and insights of sociological perspectives
* develop the sociological imagination
* understand the social construction and maintenance of realities
* recognize the stratified organization of social power, resources, and rewards: who suffers? Who benefits? why should we care? what can we do?
* realize the potential for changes in social structures, forces, identities, and more
* debunk the taken-for-granted social phenomena through course activities

**Achievement-Centered Education (ACE) Student Learning Outcomes:**

The University of Nebraska-Lincoln seeks to provide quality education to all of its students. To that end, it has designated certain classes as ACE certified. These classes provide and assess specific learning outcomes. As an ACE class, Introduction to Sociology will facilitate Learning Outcome #6: Using knowledge, theories, methods, and historical perspectives appropriate to the social sciences to understand and evaluate human behavior. This class will:

* Provide opportunities to increase your knowledge of an individual's relationship with society, key sociological theories, prevalent patterns of inequality, and sociological perspectives on primary institutions through lectures, videos, and readings.
* Offer opportunities to acquire knowledge relevant to understanding patterns of human behavior.

ACE learning outcomes in this class will be assessed by:

* quizzes, discussion board participation, reaction/reflection papers, and exams

**Blackboard:**

Please take time to familiarize yourself with Blackboard and the course materials that we will utilize in this 5-week session. It is important to stay on top of your work in this course. Remember to comprehensively read the instructions for assignments and to submit your work on time. Please look carefully at Blackboard and the syllabus for answers to questions you may have; often, the answer is already included in the materials on Blackboard. If you still have questions, please contact me through email.

**Class Format:**

The class is an independent study course, so students are required to complete the course with limited instructor interaction. Please be aware of all due dates and guidelines. The course is designed to follow a 5-week format with material for each week in separate folders. Within each week’s folder you will find subfolders for lectures, readings, videos, and assignments.

*Announcements*

* Throughout the 5-weeks, important reminders and updates will be posted on Blackboard.
* Students are advised to make sure they regularly check for announcements, or make sure they receive an email from Blackboard whenever there is a new announcement.

*Student Responsibilities for Online Learning*

* The syllabus must be read and reviewed throughout the course.
* Students are responsible for all materials included in the lecture, reading assignments, and videos. Not all material will be covered in the online lecture, but may be included in the quizzes and exams.
* Students are encouraged to take notes on the course materials.
* All students are expected to maintain academic integrity and adhere to the Student Code of Conduct.
* If a student requires accommodation for a disability, they should contact the instructor immediately to insure proper action is taken.

**Course Policies:**

*Academic Integrity*

Cheating and plagiarizing are very serious academic offenses. Please be academically honest in this and every course. If a student is caught cheating, the following protocol will be utilized:

1. The student will receive a “0” on the assignment.

2. The incident will be reported to Dr. Julia McQuillan, the Chair of the Sociology Department.

3. The incident will be reported in writing to UNL’s Judicial Affairs.

The Office of Graduate Studies has put together a website to help students better understand plagiarism and how to avoid it. If you are ever unclear about what constitutes plagiarism or if you just want a refresher, please take advantage of this resource, which can be found at:

<http://www.unl.edu/gradstudies/current/integrity#plagiarism>

*Technological Issues*

All activity in the course is monitored and recorded by our online campus administrator and can be retrieved in the event of conflict between what has been done and what has been said. If you experience problems with your home computer, the course is available online, so it can be accessed by any computer with an Internet connection. Therefore, if an assignment (quiz, discussion board posting, reaction paper, or exam) is not submitted properly or late, the instructor reserves the right to consider the assignment as incomplete, requiring a zero for the assignment. If you need technical help, you can contact the help desk: 402 472 3970 (Monday-Friday, 7:30a-7:30p) mysupport@unl.edu

*Disabilities*

Students with disabilities are encouraged to contact Students with Disabilities office for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, you must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

**Additional Items:**

*Email Etiquette*

Electronic communication with your professors, instructors, and other UNL personnel constitute formal, rather than conversational, correspondence – similar to business-style email correspondence. As such, your email should be structured professionally. When emailing please identify the course name (i.e. SOCI 101) and end the correspondence by signing your name. I generally respond to emails between 9:00 am-5:00 pm, Monday-Friday. However, if you have not received a response within 48 business hours, please send me a follow-up email.

*Personal Identity*

The university Blackboard system allows students to change personal information although the system resets every night. Not all students go by their legal name or find that the set information in Blackboard does not accurately portray them. Please send me an email and let me know what your preferred name and pronouns are if they are different than what is listed in Blackboard. For example, I prefer to be called Instructor Woodell, although Brandi is fine as well. My preferred pronouns are she/her.

*Submitted Work*

Papers will be submitted via Blackboard, not email. Papers should be in Times New Roman Font, size 12, with 1-inch margins all around. These documents must be in .doc/.docx format. No pages (Mac program), PDFs, or any other format other than .doc/.docx will be accepted. It will be counted as late until it is in the correct format.

* Late work is only accepted for Reaction Papers: late work accepted up to 2 days late, with 15% off per day.

**Assignments:**

About Me Assignment 5

Discussion Board Posts (5) 75

Quizzes (5) 100

 Reaction Papers (3) 75

Final Exam 85

**Total 340**

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| --- | --- |
| A+ | 329-340 |
| A | 318-328 |
| A- | 305-317 |
| B+ | 295-304 |
| B | 285-294 |
| B- | 271-284 |
| C+ | 261-270 |
| C | 250-260 |
| C- | 237-249 |
| D+ | 227-236 |
| D | 216-226 |
| D- | 203-215 |
| F | 202 points and below  |

*About Me*

This short assignment will be an easy one. Under the appropriate thread in the Discussion Board, students will “introduce” themselves to their classmates and to me. This document should be uploaded in the correct format. See submitted work within this syllabus for more information. This one (1) full-page introduction should include name and preferred name if different than Blackboard name, major, why you are interested in this class, what you hope to learn, and anything else that you want to talk about. Feel free to get creative by including pictures, any personal information (like where you are from and what your summer plans are), etc. This assignment is due by the end of the first week (11:59pm Friday June 10th) and is worth 5 points.

*Discussion Board Participation*

Every week students are required to participate in a discussion board. Students are required to both post one response (5 pts) to the prompt and reply to their classmates twice (10 pts each for a total of 15 pts for each discussion board assignment). Discussion board posts should show that the student is engaging critically with the information instead of posts like “me too” or “I agree”. Therefore, posts are required to be at least one paragraph long (at least 4 sentences). The due dates are listed in the Course Schedule. Students are required to make an original post by 11:59p on Wednesday nights, and to respond to a peer’s post by 11:59p on Friday nights of the same week. Prompts for discussion will vary for each assignment and correspond with that week’s topics. Find details within the Assignments folder for that week.

*Quizzes*

To assess understanding and retention of course materials, there will be a quiz every week on Blackboard over the course material covered that week. The quizzes are meant to assess understanding and retention of course material as well as help students prepare for the final exam. The quizzes are due on Sunday nights by 11:59PM (except Quiz #5 which is due on Friday July 8th at 11:59PM). Each quiz will have questions/prompts in multiple formats (e.g. multiple choice, true/false, and fill-in-the-blank) and will be timed. Students must complete each quiz attempt in one sitting (meaning you cannot save and return to it at another time). Students are permitted two (2) attempts at each quiz, and the highest score will be recorded, provided that the student completed at least one of the quiz attempts prior to the due date. Failure to COMPLETE the quiz during the access period will result in 0 points for the

quiz for that week.

*Reaction Papers*

There will be three (3) reaction papers due during this 5-week session (see Course Schedule). All papers are required. Papers must be submitted via the Safe Assign link provided within the Assignments folders (see the Course Schedule) by 11:59PM on Friday nights. Late work is accepted for papers up to two (2) days. Therefore, late papers will not be accepted by 11:59pm on Sunday night. The penalty for late papers is 15% off per day. Emailed papers will not be graded. Papers must be completed in Microsoft Word; students should include their name and a short title for their reaction/reflection papers at the top of the document. Papers should be between two (2) and three (3) full pages in length. Students are expected to address each component of the assignment. Reaction/reflection papers must incorporate course materials: concepts, theories, ideas, definitions from covered materials, or more. Papers will be graded on content (the depth and breadth of the course information applied in students’ analyses) and form (the clarity of work in terms of grammar, spelling, and punctuation). See submitted work under “Additional Items” on this syllabus for more information about formatting and late policy.

*Final (only) Exam*

This course will only have one exam. That exam, taken the last week of the 5-week session, will be short answer and/or essay format. The questions will be drawn from the readings, lectures, quizzes, films, and assignments. This exam will be taken through Blackboard and can be completed on your own at home/wherever you do your online work (meaning no proctor is needed). This exam will be timed and must be turned in by 11:59PM on Friday July 8th. No late exams will be accepted. See Course Schedule for more information.

*Extra Credit*

There is one opportunity for extra credit in this class. Your extra credit opportunity will be to find a research/empirical article (no book reviews or introductions) from a SOCIOLOGICAL SOURCE and provide an analysis of it. Ask me for help picking an article if you aren’t sure what this means. What are the theoretical frameworks? What methods were used? What are the findings? What are the limitations? Link this article back to class, where would you see it fitting in to our class schedule if you were to assign it for our class to read? Tell me why you picked this article. Does the topic interest you? Did you wish we had covered topics like this in class? Give me as much detail as can fit within this 2-3 page (double spaced) paper. It is worth 5 points of extra credit and must be turned in no later than 11:59PM Friday July 8th. If you do not use a sociological source (peer-reviewed, empirical research) you will not earn any credit. Therefore, I have listed below a few possible journals for students to look at for an article.

* Gender & Society
* Journal of Health and Social Behavior
* Social Problems
* Social Currents
* Social Psychology Quarterly
* The Sociological Quarterly
* Socius
* Contexts (this is a scholarly magazine and is the only approved magazine on the list)

