SOCL 101: Introduction to Sociology
University of Nebraska-Lincoln
Summer 2019 Course Syllabus

Instructor: Shawn Ratcliff, M.A.
Contact: sratcliff@huskers.unl.edu
Office Hours: Tuesday 2:00-3:00pm or by appointment

Class Location: Online (Canvas)
Office Hours: Thursday 2:00pm-4:00pm

TA: Rosalind Kichler, M.A.
Contact: rosalind.kichler@huskers.unl.edu
Office Hours: Mondays 11:00am-12:00pm or by appointment

TA: Angela Adler, M.A.
Contact: angela.deluccia@huskers.unl.edu
Office Hours: Friday 1:30-2:30pm or by appointment

Office Hours
Since this course is online, office hours will be held electronically via Zoom. The instructor and TAs each have individual Zoom rooms for you to join and the link will be e-mailed out to you on the first day of class. For the purposes of simplicity, please only attend your specific TAs Office Hours. However, all students are invited to attend the Instructor’s Office Hours using the following link: https://zoom.us/j/8643926873. The link will only be available for meeting during scheduled office hours.

Note: Some students are assigned to a TA and others are assigned to the Instructor. If you are assigned to the Instructor then they will be the point of reference for all things course related. If you are assigned to a TA, you should first contact your TA and then the Instructor. Please be mindful of our time when scheduling appointment office hours by providing at least a 24 hours’ notice before wanting to meet with a TA. If you would like an in-person meeting on-campus, communicate this with your TA to figure out how best to fulfill this request.

Pearson Revel Registration Instructions:
This course uses a Pearson digital product which contains important assignments and resources throughout the semester. It is imperative that all students register for Pearson’s REVEL to access textbook resources and chapter quizzes.
Here is how to register:
Student Registration Instructions

1. Start from your Canvas Course.
2. Select Pearson Revel from the left navigation.
3. Select Open Revel.
4. Enter your Username and Password. Otherwise, select Create and Account. Note: If you’re also using a Pearson MyLab or Mastering course, register for it first to use the same username and password for Revel.
5. When your accounts are linked, select and access option:
   - Purchase access using a credit card or PayPal.
   - Redeem and access code purchased from the bookstore.
   - If available, get temporary access.

6. Your Revel content appears. To go back to Canvas, look for the Canvas tab or window in your browser.

That’s it. Throughout the semester, please access your Revel content through Canvas.

To upgrade temporary access to full access:

You will see a page with payment options when you access Revel from Canvas. This page appears at regular intervals during your temporary access period. Or, you can select a payment option from the confirmation or reminder email for your temporary access.

Required Materials
- External readings (Available on Canvas).

Note: We use a digital product (Revel) for this text that must be purchased from the University Bookstore or Pearson Publishing. Revel is required and allows you to take “self-check” ungraded quizzes and graded Chapter quizzes. Revel also allows you to access the text through any mobile device or computer. There are numerous computer labs on campus (including in the Sociology department). Students may also choose to purchase a loose-leaf hardcopy of the textbook from the publisher.

COURSE DESCRIPTION
This course provides an overview of Sociology as a discipline, including: its histories, theories, controversies, and applications. Sociology is the study of societies and the social worlds that individuals inhabit within them. Sociologists study a wide variety of subjects, such as 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.). Sociology provides multiple perspectives and methods to understanding social phenomena. In this introductory course, we will explore the various levels of sociological inquiry (macro-, meso-, micro-), how social systems have changed over time, and the extent to which social forces shape individual experiences. As students, you will be tasked with using the information learned in this course to critically analyze the social world. Particularly, you should come away with the ability to consider the way in which social problems are created, maintained, and potential solutions to these issues.

COURSE OBJECTIVES
1. Demonstrate understanding of fundamental sociological theories and concepts
2. Critically evaluate and understand the way social institutions shape our lives, behaviors, and interactions with others
3. Apply scientific principles to understand the social world through sociological research methods
4. Identify patterns and causes of social inequality in the U.S. related to social class, race and ethnicity, and gender

COURSE POLICIES

Recording Policy: To help encourage learning and conversations within a virtual intellectual space, there should be no photos, videos, or screenshots taken of the material in this course. You will be provided with PowerPoint slides that are for your own use, and should not be used outside of referencing class material. Information presented in this class is a form of intellectual property and should not be recorded, disseminated, or shared with others without consent of the owner (i.e., instructor, student). I reserve the right to ask any student who is found to engage in these activities to meet with me to discuss repercussions. Students with disabilities for which reasonable accommodation would include making such recordings should work with the Services for Students with Disabilities (SSD) office and the instructor to make arrangements.

Classroom Conduct: Unless you have informed me ahead of time, I expect you to adhere to the timeline of the course and turn all assignments in on-time. I expect you to be prepared for discussions and show a clear engagement with the course material, including, but not limited to: doing readings prior to discussion posts, reviewing necessary materials prior to turning in assignments, and reviewing the Syllabus before asking course-related questions to ensure it has not already been covered. Upon arrival to class; this includes being attentive and participating in class discussions. All SSD guidelines will be honored to provide adequate opportunities for success for all students.

Due to the nature of this course and course content, we may discuss topics where individuals have conflicting viewpoints. I encourage all students to participate in class discussions and critically engage with the material learned in this course; however, respectful discussion is a requirement in this course in both on-line discussions and written assignments. Diverse viewpoints yield dynamic and enlightening discussions, but it is important to maintain respect despite divergent opinions. All faculty, staff, and students are responsible for understanding and complying with harassment policies. For more information please visit http://www.unl.edu/equity. In addition, response-based writing assignments will also be used as a platform to voice your perspective using a sociological perspective and to promote engaged learning of the course material.

Academic Integrity: All work that you turn in should be your own work. When you place your name on an assignment or exam, I interpret this to mean that you have received no unauthorized assistance on an assignment or test. Unauthorized assistance includes but is not limited to: cheating on an exam, turning in assignments/exams as your own work when it is not, and plagiarism (presenting someone else’s published ideas as your own, we will discuss proper academic citation in this course). These acts will not be tolerated and will be handled according to university policy. For more information, visit http://stuafs.unl.edu/ja/code/three.shtml (Section 4.2)

Americans with Disabilities Act: Students with disabilities are encouraged to contact the
instructor for a confidential discussion of their individual needs for academic accommodation. It is UNL policy 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, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY. For further information regarding UNL policies in this regard, please visit http://www.unl.edu/equity/ or call (402) 472-2322.

SSD works with students to develop academic accommodations to meet their needs, including for mental health, such as depression and anxiety. It is the policy of the University of Nebraska-Lincoln to provide individualized accommodations 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, students must be registered with SSD.

Gender-Inclusive Bathrooms: The following webpage provide a list of gender-inclusive bathrooms on campus: involved.unl.edu/unl-gender-neutral-bathrooms. The closest ones are Andrews Hall 126F and 127.

Lactation Rooms: There is a private lactation space in 727A Oldfather, and a family room on the ground floor (North side, room 105). Additional information about lactation spaces is available at http://www.unl.edu/chancellor/policymemoranda/20090901-Lactation-Policy.

ASSESSMENT AND ACE STUDENT LEARNING OUTCOMES
The goal of this course is to provide you with an overview of the discipline of Sociology. This also includes learning about the theories and methods used to conduct research. The course will expose you to current research and literature and to new directions the field is taking. Throughout the semester, you will practice analyzing the readings and other course materials critically, using your ever growing substantive and theoretical knowledge.

This class will facilitate Learning Outcome #6, which is focused on helping students use knowledge, theories, methods, and historical perspectives appropriate to the social sciences to understand and evaluate human behavior. This learning outcome will be achieved in the following manner:

- Provide opportunities to increase your knowledge of nationality and race relations as well as sociological perspectives on nationality and race relations
- Offer opportunities to acquire knowledge relevant to understanding patterns of human behavior.

COURSE REQUIREMENTS
Discussion Posts (15%): Each week students will write discussion posts on Canvas to practice sociological thinking in response to prompts related to the unit’s topic and course readings. Students are required to post (by creating a new post) at least 2 paragraphs in response to provided prompts each week. Students are then required to make at least 2 substantive replies to your fellow students for each module. These posts should actively engage with other students, not be a surface level engagement. All posts should be viewed as short essay assignments that are done in response to prompts (for the original post) and essay responses to peers’ posts (the reply posts). Discussion board posts should show that
the student is engaging critically with the information by using class materials and referring to them in their posts. Responses such as “Shawn, I completely agree! I think that the [rephrases what initial person who posted already said!] It is such an important perspective and approach.” are not considered acceptable responses and will be reflected in your grade. Original posts should be at least two paragraphs long and cite 2 pieces of information or concepts from the textbook. “Reply Posts” must be at least one paragraph long and cite one piece of information each.

Quizzes (10%): Students will complete chapter REVEL Quizzes for each chapter assigned in this course. The quizzes will be taken in Pearson’s REVEL platform. To access the quizzes you will sign into Pearson REVEL.

Short Essays (10%): During the course of the semester you will complete two written assignments which are to be submitted in the format of an essay paper. These essays are designed to encourage critical thinking and to practice your research and analytic skills. Specific details and instructions will be available on Canvas. Below, you will find the prompt for each of these Short Essays along with their due dates. These are also available via Canvas, but I want you to be pre-emptively aware of the prompts as you work through the material.

Prompt #1
What is the difference between common sense reasoning and scientific reasoning? Why can’t common sense replace sociological research? It may be helpful for you to use a specific example and differing perspectives of “common sense” vs. scientific reasoning. You should focus on chapters 1 and 5 for evidence in your essay.

Prompt #2
Choose either racial/ethnic or gender inequality and summarize sociological evidence in the contemporary United States context. You can include how racial or gender inequality intersect with social class inequality if you would like to include information from the social class chapter. You should focus on chapters 10-12 for evidence for your essay.

Exams (50%): There will be four exams (worth 12.5% each towards your final grade). Each will be taken in Canvas and are timed. The exam format will be multiple choice and true/false. Exam dates are noted in the course schedule.

Final Project (15%): Students will write a final paper that takes the sociological perspective that they have acquired throughout the course and puts it into practice. Your job will be to choose from a set of pre-determined videos about a social problem, and approach it from a particular theoretical framework. Additionally, you will be required to discuss how this social issue being analyzed interacts with particular types of social institutions (e.g., politics, race, gender, sexuality, etc.). You will be provided with a detailed rubric of how you will be graded and other detailed instructions will be on Canvas.
### Assignment Table

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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion Posts</td>
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<td>Quizzes</td>
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<tr>
<td>Short Essays</td>
<td>10%</td>
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<tr>
<td>Exams (12.5% each)</td>
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<tr>
<td>Final Project</td>
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### Grading

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Grades will not be rounded for this course. If you receive a 79.9% in the class, this means that you have earned a C+ in the class.

### Late Work Policy (READ THIS CLOSELY)

Students are expected to turn in assignments on time. On Canvas, all assignments are noted with their designated due date and time. *For everyday an assignment is late, 20% of the possible final grade will be deducted.* This means that assignments that are worth 100 points may only receive 80 out of 100 points *at maximum* if the assignment is 1 day late. This begins the minute after the assignment is due. If an assignment is due at 5:00pm and is turned in at 5:02pm, then the assignment is counted one day late. Any assignments more than 72 hours late will not be considered for grading and the student will receive a 0 for that assignment. Exceptions will only be made with proper documentation and at the instructor’s discretion.
## Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Readings</th>
<th>Discussion Posts</th>
<th>Other Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>Introduction Discussion (05/20)</td>
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</table>
| 2      | Chapter 1 (Henslin)  
Braverman (Canvas) | Discussion Post Due (05/21)  
Discussion Response Due (05/22) | Revel Quiz #1 Due (05/21) |
| 3      | Chapter 2 (Henslin) | Discussion Post Due (05/24)  
Discussion Response Due (05/25) | Revel Quiz #2 Due (05/24) |
| 4      | Chapter 3 (Henslin)  
“Gender Socialization Around the World” (Canvas) | Discussion Post Due (05/27)  
Discussion Response Due (05/28) | Revel Quiz #3 Due (05/27) |
|        |          |                  | Exam #1 (05/29 - 05/31) |
| 5      | Chapter 4 (Henslin)  
“Importance of the Meso Level” (Canvas) | Discussion Post Due (06/02)  
Discussion Response Due (06/03) | Revel Quiz #4 Due (06/02) |
| 6      | Chapter 5 (Henslin) |                  | Short Essay #1 Due |
| 7      | Chapter 6 (Henslin) | Discussion Post Due (06/05)  
Discussion Response Due (06/06) | Revel Quiz #5 Due (06/05) |
|        |          |                  | Exam #2 (06/07 - 06/10) |
| 8      | Chapter 8 (Henslin)  
“Federal Housing Officials Warn Against Blanket Bans of Ex-Offenders” (Canvas) | Discussion Post Due (06/11)  
Discussion Response Due (06/12) | Revel Quiz #6 Due (06/11) |
| 9      | Chapter 10 (Henslin) | Discussion Post Due (06/14)  
Discussion Response Due (06/15) | Revel Quiz #7 Due (06/14) |
| 10     | Chapter 11 (Henslin) | Discussion Post Due (06/17)  
Discussion Response Due (06/18) | Revel Quiz #8 Due (06/17) |
| 11     | Chapter 12 (Henslin) | Discussion Post Due (06/19)  
Discussion Response Due (06/20) | Short Essay #2 Due  
Revel Quiz #9 Due (06/19) |
|        |          |                  | Exam #3 (06/21 - 06/24) |
| 12     | Chapter 15 (Henslin)  
"The Ecstatic Edge of Politics" | Discussion Post Due (06/25)  
Discussion Response Due (06/26) | Revel Quiz #10 Due (06/25) |
| 13     | Chapter 17 (Henslin) | Discussion Post Due (06/28)  
Discussion Response Due (06/29) | Revel Quiz #11 Due (06/28) |
| 14     | Chapter 21 (Henslin) | Discussion Post Due (07/01)  
Discussion Response Due (07/02) | Revel Quiz #12 Due (07/01) |
|        |          |                  | Final Exam (07/04 - 07/08) and Final Project (07/11) |