



SOC-110-WA-10 Introduction to Sociology
Web-Based General Education Course Syllabus
Self-paced Degree Program

INSTRUCTOR INFORMATION

Instructor Name: Kurt Konda

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Text Number: 316-371-3512

Availability: Monday through Friday 5:00 AM - 6:00 AM CST and 10:00 PM – 11:00 PM CST as well as by arrangement.

If you do not receive a return text message within 24 hours, it is possible I did not receive your message. Therefore, please send an email to my faculty email.

The above times are when I am generally available and I list them for your convenience, but not to limit our time together. If the above times are not convenient, please send an email through my faculty email to arrange a more convenient time.

Course Meeting Place: All course meetings will take place online.

Credits: 3

Catalog Course Description: This course explores the impacts of globalization on social institutions, structures, and relationships. Particular emphasis is placed on global economies, organizations, and political arrangements and their roles in shaping world inequality, cultural change, and environmental impacts. Students will be required to demonstrate understanding of global societies and networks, and their position in the global society.

Prerequisites: None

PROGRAM/MAJOR OUTCOMES

- A. Methodological Tools: Students will demonstrate familiarity with and ability to utilize sociological concepts and research methods
 - a. Student Learning Outcome 1. Sociological Perspective: Students will demonstrate the ability to use the concepts and theories used in the study of human social behavior.

- b. SLO 2. Research Methods (PP 2,3&4): Students will demonstrate the ability to use the research methods used to study human social behavior.

B. Conceptual Comprehension: Students will demonstrate familiarity with, as well as the ability to apply, basic sociological concepts

- a. SLO 3. Inequality (PP 5&6): Students will demonstrate familiarity with types of social inequality, an understanding of the sociological theories of inequality, and the impact types of inequality have on individuals, groups, societies, and global issues.
- b. SLO 4. Social Institutions (PP 5&6): Students will demonstrate an understanding of social institutions and the impact of these on personal experiences and societal arrangements.
- c. SLO 5. Global Citizenship (PP 5&6): Students will be able to explain global institutions, social structures, and world inequality.

COURSE OBJECTIVES

1. Students will demonstrate an understanding of the importance of global social institutions, social structures, and organizations.
2. Students will demonstrate an understanding of the scope of global resource inequality.
3. Students will learn to identify cultural changes arising from global interaction.
4. Students will demonstrate an understanding of their position within the global resource distribution networks.

COURSE MATERIALS

It is the student's responsibility to make sure she/he has access to all required course materials by the start of the session.

Ordering Textbooks

Purchase your textbook through the online university bookstore, MBS Direct, by phone at (800) 325-3252.

Required Textbooks

Tischler, H. L. (2014). *Cengage advantage books: Introduction to sociology* (11th ed.). Belmont, CA: Wadsworth.

Required Writing Style & Citation

Please use APA style for all citations.

Recommended Resources

APA formatting is required for this course. You can find more information regarding APA formatting at <http://www.uiu.edu/support/academic-success/writing-center/resources.html>.

COURSE REQUIREMENTS AND EXPECTATIONS

Learning Time Guidelines

Undergraduate: For a three credit hour class expect to spend approximately 14 - 15 hours per unit engaged in the learning experience, participating in instructor-directed activity or engaged in course work preparing for class.

GENERAL EDUCATION TASK

Task Statement: Use a theory or set of concepts to analyze a feature or consequence of a social institution, an interpersonal process, or an intra-personal state. In this sociology course, each student will submit an individual reflection PPT presentation based on the way in which social class, race, or gender colored their life experiences. Students will be required to apply overarching theories and concepts (e.g. structural functionalism, conflict) as well as topic-specific theories (e.g. gender socialization theories, prejudice theories)

Task Assignment:

For your course capstone assignment and general education task, we will be applying the sociological imagination, as you will reflect back on your own life and apply the topics of either race, class, or gender. You will then construct an 8-12 slide presentation based on the instructions below. Remember to only pick one of the three topics.

Option #1 - Gender Reflection

Gender permeates every aspect of our lives and as such, it often serves as a master status for us. Gender and gender roles can dictate what occupations we may end up choosing, our likelihood of ending up in prison or murdered, our likelihood of visiting a doctor, and our view of marriage. However, as we have covered in class, there is nothing 'automatic' about our gender roles. We are born with one biological sex or the other, but we must learn our culturally defined gender roles as dictated by our society through social institutions such as the family, the church, and the media.

In a 8-12 slide PPT presentation, you will present pictures and text that 1) give an overview of your gendered upbringing, 2) addresses at least one gender socialization theory (e.g. encultured lends, social learning theory) as you experienced it, 3) addresses at least three different sources of socialization (e.g. parents, peers, school), and 4) concludes with the ways you still gender socialization present in your life.

Option #2 - Social Class Reflection

Social class lies at the heart of what we study in sociology and our social status and place in the social hierarchy can even transcend other powerful statuses, such as our gender or our race. How we speak, what we do for fun, how likely we are to marry, where or if we go to college, where we live, and even how long we live are all tied to our social class.

In a 8-12 slide PPT presentation, you will present pictures and text that 1) give an overview of your class status growing up, 2) addresses your place in at least class model from class as you experienced it, 3) addresses at least three different indicators of your social class (e.g. where you lived, your parents occupation, what you did for entertainment), and 4) concludes with the ways you still see social class present in your life today as a college student.

Option #3 - Race Reflection

Famous African-American sociologist W.E.B. Dubois famously wrote in 1909 that the 'color line' would be the defining issue of the 20th century. Were he alive today, he might very well be able to make the same statement. Race has impacted where you can live, who can you marry, what clubs you can join, where you go to school and personal safety across American history. All this despite the fact that there is no biological basis for race; instead it is a social construct based on perceived physical differences between groups of people. However, the impacts of race and racial stratification are very real.

In a 8-12 slide PPT presentation, you will present pictures and text that 1) gives an overview of your racial status growing up, 2) how important your racial identity was to you and your family 3) how you feel others viewed you because of your race, and 4) concludes with the ways you still see the impacts of race and racial stratification in your life today.

There is a great deal of freedom in this assignment, as it is a personal reflection and everyone's gendered, racial, and social class experiences will be different, but I do expect a full consideration of all the different ways you received inputs and how these inputs have impacted, and continue to impact you still today. The best presentations will include a good mix of slides with text (in the form of bullet points and in the 'Notes' section) as well as photos and graphics to illustrate points.

SKILLS

The following majors require a sociology course as part of their degree requirement: Communication, criminal justice, emergency and disaster management, health services administration, human services, psychology, public administration, social science, and teaching

Learning Time Guidelines

Undergraduate: For a three credit hour class expect to spend approximately 14 - 15 hours per unit engaged in the learning experience, participating in instructor-directed activity or engaged in course work preparing for class.

COURSE ACTIVITIES

Student Autobiography (Unit 1 only)

There will be a series of two to four short answer question related to the assigned readings from your text each unit as well as my lecture notes. Each short answer question response should be between 150 to 250 words.

Unit Short Answer Questions (Units 1-8)

There will be a series of two to four short answer question related to the assigned readings from your text each unit as well as my lecture notes. Each short answer question response should be between 150 to 250 words.

Unit Point to Ponder (Units 1-7)

There will be a point to ponder question each unit that will ask you take a deeper dive into some topic related to the course material for that unit. Unlike the short answer questions, the point to ponder will be a long-form essay of 250 to 500 words on the assigned topic. You will be asked to apply more critical thinking and offer more insight and analysis than simply recounting an answer from the text for these assignments. Maximum points will be earned by those answers that demonstrate critical thinking skills such as synthesizing, evaluation, analysis or application of course materials.

General Education Assignment (Unit 8 only)

At the conclusion of class, you will be asked to complete a PPT presentation based on your experiences growing up through the prism of race, social class, or gender. Please refer to the syllabus and Unit 8 description of full details.

Assessments

Quizzes (Unit 2, 4, and 6 only)

There will be three quizzes following Units 2, 4, and 6. Each unit quiz will be open-book, open-note and will be based on the prior two units (e.g. Units 1 and 2 on Quiz 1). Content will be based on text reading as well as my lecture notes. Questions will be primarily fill in the blank and multiple choice, with one short essay.

Final Exam (Unit 8 only)

There will be a final exam following Units 8. The final exam is semi-comprehensive in that half of it will focus on units 7 and 8, similar to first three quizzes. It will also be open book and open-note, but the final exam will also include material from the first three quizzes and will have more short essay questions than the earlier quizzes.

GRADING CRITERIA

Grading Scale

The course letter grade will be based on the following grading criteria.

| Activity | Points |
|---|--------|
| Autobiographical Sketch | 10 |
| Unit Short answer questions (1 set of questions per unit; 30 points each) | 240 |
| Unit Point to Ponder (7 per 50 points each (no point to ponder week 8) | 350 |
| General Education Class Reflection Assignment | 150 |
| Unit Quizzes (3 – after Unit 2, 4, and 6) | 150 |
| Final Exam | 100 |
| Total | 1000 |

Grading Scale

| Letter Grade | Percent | Points |
|--------------|---------|------------|
| A | 90-100% | 895 – 1000 |
| B | 80-89% | 795 – 894 |
| C | 70-79% | 695 – 794 |
| D | 60-69% | 595 – 694 |
| F | 0-59% | 0 – 594 |

COURSE SCHEDULE

| Units | Topics of Study | Activities | Assessments |
|--------|--------------------------------|---|---|
| Unit 1 | What is Sociology; Research | Course Syllabus Read Unit 1 Lecture Notes Read Chapters 1-2 – Tischler | Student Autobiography Unit 1 Short Answer Question Unit 1 Point to Ponder |
| Unit 2 | Culture and Socialization | Read Unit 2 Lecture Notes | Unit 2 Short Answer Question |

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|--------|---|---|--|
| | | Read Chapters 3-4 - Tischler | Unit 2 Point to Ponder Quiz 1 |
| Unit 3 | Social Interaction, Groups, and Deviance | Read Lecture Notes Read Chapters 5-7 - Tischler | Unit 3 Short Answer Question Unit 3 Point to Ponder |
| Unit 4 | Social Class and Global Stratification | Read Lecture Notes Read Chapters 8-9 - Tischler | Unit 4 Short Answer Question Unit 4 Point to Ponder Quiz 2 |
| Unit 5 | Race & Ethnicity and Gender | Read Lecture Notes Read Chapters 10-11 – Tischler | Unit 5 Short Answer Question Unit 5 Point to Ponder |
| Unit 6 | Marriage and Families | Read Lecture Notes Read Chapters 12 - Tischler | Unit 6 Short Answer Question Unit 6 Point to Ponder Quiz 3 |
| Unit 7 | Social Institutions – Religion, Education, Economy and Politics | Read Lecture Notes Read Chapters 13-15 - Tischler | Unit 7 Short Answer Question Unit 7 Point to Ponder |
| Unit 8 | Medical Sociology, Social Change, and Urbanization | Read Lecture Notes Read Chapters 16 - Tischler | Unit 8 Short Answer Question Final Exam General Education Task – Sociological Imagination PPT |

UPPER IOWA UNIVERSITY POLICIES

Withdrawal (W)

To withdraw from an active course, notify your academic advisor prior to the last day to drop a class, which is the last day of the fifth week of the session. A grade of **W** will be recorded on the transcript. Informing the course instructor is not sufficient notice for a drop or withdrawal.

Administrative Withdrawal (AW)

(Include the appropriate statement)

Online Undergraduate: Prior to the last date to withdraw (the last day of Week 5), if a student has stopped attending (not posted one or more notes to any area of the online classroom) for 14 consecutive days, the university will initiate an administrative withdrawal. A grade of AW will be recorded in the student's permanent record.

Online Graduate: Prior to the last date to withdraw (the last day of Week 5), if a student has stopped attending (not posted one or more notes to any area of the online classroom) for 14

consecutive days, the university will initiate an administrative withdrawal. A grade of **AW** will be recorded in the student's permanent record.

Academic Accommodations

It is the policy of Upper Iowa University to ensure equal access to educational and co-curricular activities to students with disabilities as mandated by the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act of 1973. A student seeking accommodations should contact the Director of Disability Services (DDS) as early in the session as possible. In order to receive accommodations, students must disclose their disability to the DDS by completing a *Voluntary Disclosure Form*, as well as providing appropriate documentation. The *Voluntary Disclosure Form* is available in the DDS office or online at <http://www.uiu.edu/support/disability-services.html>. Students will be given a *Request for Accommodations Contract* during their initial appointment with the DDS. **This appointment will be in person for Fayette campus students and over the phone for Center, Online, and Self-Paced students.** It is the student's responsibility to provide the instructors with a copy of the *Request for Accommodations Contract* (For Center or online students, these contracts are emailed out to instructors by the DDS for the student). Additionally, students should work cooperatively with their instructors throughout the session to make sure that appropriate accommodations are being made. You can contact the DDS at (563) 425-5949, disabilityservices@uiu.edu, or stop by the office in the Student Center, Office of Student Development, Room 229.

Professional Writing and Speaking Guidelines

Communications in class and online should follow the Student Conduct and Discipline, Respect for the University Environment, and Code of Student Responsibility in the Student Handbook (pg. 20 and 21). Respect the opinions of others using appropriate language and communications.

Cheating, Academic Dishonesty and Plagiarism

Cheating includes, but is not limited to:

- The use of unauthorized books, notes or other sources in the giving or securing of help in an examination or other course assignments.
- The copying of other students' work or allowing others to copy your work. The submission of work that is not your own or allowing others to submit your work as theirs.
- The submission of the same work for two or more classes without the approval of any instructors involved.

Academic dishonesty includes, but is not limited to:

- Sharing academic materials knowing they will be used inappropriately.
- Accessing another person's work without permission.
- Providing false or incomplete information on an academic document,
- Changing student records without approval.
- Obtaining and using texts or other materials intended for instructor use only.

Plagiarism includes, but is not limited to:

- The presentation of another's published or unpublished work as one's own.
- Taking words or ideas of another and either copying them or paraphrasing them without proper citation of the source.
- Using charts, graphs, statistics or tables without proper citation.

Detected cheating or plagiarism will result in consequences that may, at the professor's discretion, include course failure. In addition, an offender can be reported to the Faculty/Student Conduct Board for possible further disciplinary action. Refer to the Student Handbook at <http://www.uiu.edu/support/handbooks.html>

Copyright Infringement

In recognition of the Copyright Law of the United States (Title 17, United States Code), Upper Iowa University reminds both faculty members and learners that a willful infringement of the law may result in disciplinary action. The University library has available materials discussing the "fair use" concept, along with criteria and guidelines for reproduction and use of copyrighted materials.

This syllabus is tentative and subject to change.

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