



SOC 111.WS: Introduction to Sociology **Online Winter 2022-2023**

Instructor: Megan Arnett

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Class Details: Online only, via Blackboard from December 19, 2021 – January 8, 2022

Office Location: PH 1229

Office Hours: *Via Zoom by appointment*

Required Textbook

Eglitis, Daina S. and Chambliss, William J. (2019) *Discover Sociology: Core Concepts* (lease at Textbook Services)

You'll find additional readings on Blackboard under the "Course Materials" tab.

Course Description:

The course is a general survey of the discipline of sociology. Reading/essays, discussions, and critical thinking activities will familiarize students with the theories, methods and concepts of sociological analysis. In addition to introducing students to the basic concepts and theories that sociologists use to explain the social world and social interaction, the course will encourage students to develop the skills necessary to understand our social world and to ask sociologically meaningful questions about it. Because of the online nature of the course, our class will be writing intensive. Writing takes place frequently, formally and informally. Our class is online where interaction between students and the instructor takes place via Blackboard (Bb). All work is to be submitted on Blackboard.

What is Sociology?

Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations, and societies, and how people interact within these contexts... The field also offers a range of research techniques that can be applied to virtually any aspect of social life: street crime and delinquency, corporate downsizing, how people express emotions, welfare or education reform, how families differ and flourish, or problems of peace and war. Because sociology addresses the most challenging issues of our time, it is a rapidly expanding field whose potential is increasingly tapped by those who craft social policies and create social programs. Sociologists understand social inequality, patterns of behavior, forces for social change and resistance, and how social systems work. Sociology courses are valuable for any student entering disciplines related to human services, communications, management, business, health services, criminal justice, education, anthropology, psychology, history and philosophy. Sociologists are employed in the following areas: communications, marketing, business, management, government, military, research institutions, criminal justice, teaching, law, social work, education and journalism.

What is the central insight that one can draw from an Introduction to Sociology course?

Perhaps the central insight of sociology is that the root of human experience is not in individual action but in the social structures and opportunities that both constrain and enable individual action. In a nutshell, sociologists start not with the individual but with social conditions. Therefore, this course will enhance your ability to understand how culture and history shape human behavior and character. But because most of us believe that we are who we are merely as a result of individual actions, sociology can be a challenging discipline. Clearly, I think that the challenge is well worth the reward of deeper understanding of human social life.

Course Objectives:

- Introduce major sociological perspectives, concepts and methods.
- Increase awareness regarding how social relationships influence people's attitudes and behavior.
- Enhance development of critical thinking skills.
- Provide the intellectual foundation for taking more advanced courses in Sociology.
- Explore social diversity and note its importance in social organization.

- Promote the idea that writing is a way to learn.

Student Learning Outcomes:

At the end of the course, students who 1) use the Blackboard (Bb) website, 2) read the textbook and other reading assignments, 3) take notes on reading, 4) engage in online discussions and 4) fulfill all course requirements, will be able to do the following:

- Ask sociological meaningful questions about their own lives.
- Develop an awareness of the structure of society.
- Compare and contrast theoretical perspectives on the nature of society.
- Analyze the dynamics of social inequalities among groups.
- Grasp the importance of inclusion and diversity.

Teaching Style

Our course requires much reading and writing. Students will be expected to come to online discussion prepared. Prepared means that the student has: a) completed all assigned readings, b) given thought to those readings, c) prepared written responses to discussion questions, and, d) formulated comments about what they found interesting, confusing, or unclear. The success of this class is based on student cooperation, enthusiasm, and a willingness to participate fully on Bb. Although we will not be physically meeting, I do hold my web-based students to the same deadlines as my in-class students. Assignments are due as stated on the syllabus. See Course Policies (below) for my policy with regard to late work. It is helpful to begin the course with clear expectations:

What you can expect from me: **1. A sincere effort to help you learn the course material.** I intend to spend enough time and effort in class preparation to make the material understandable and interesting. **2. Accessibility.** I will be available to you in the online environment and will answer your messages within 24-48 hours via email (except weekends and holidays). **3. Fairness.** Your grade will be based upon what you have learned. It will neither be based upon any purely personal consideration nor by whether you and I agree about an issue.

What I expect from you: **1. A sincere effort to learn the course material.** **2. Careful and complete reading of the assignments in a timely manner.** **3. Regular use of the class Blackboard site.** Please use email and/or the discussion board if you have questions. This structure allows me to communicate with the class in an organized way.

Course Policies:

1. If you have a condition (learning disability, etc) or circumstance (ill child, etc) that may result in difficulty in completing assignments fully and on time, **contact me AS SOON AS POSSIBLE to avoid any potential problems.** We only have three short weeks together, let's avoid issues.
2. Students must **come into our web-based class prepared** to learn. Preparation includes completion of work on time.
3. **There are NO make-up or late discussions*.**
4. **There are NO make-up or late quizzes*.**
5. **There are NO make-up or late essays*.**
6. *** Make-up Work:** You may make-up assignments and/or avoid deductions for late work **ONLY if you have legitimate documentation.** For example, a note from the doctor stating you were ill on or near such date.
7. Students will demonstrate **ethical behavior** (netiquette) and use appropriate language in discussions, which includes a respectful tone when responding to others' work and opinions. Students must respect each other, online bullying or disrespect of any kind is NOT tolerated and will result in disciplinary actions.
8. **All work will be submitted electronically through Blackboard, NOT via email attachments. All assignments should be written at the expected college level** and most assignments are submitted in Microsoft Word. Although our course isn't English 101, if the writing contains multiple severe errors, points will be deducted. Please use the Writing Center in the Student Success Center if you need help, especially for citations.
9. There is **no "extra" credit** in our course. If you work hard throughout the semester, this won't be an issue.

Course Requirements

Total Points Available 380

Grading Scale

A 380- 342

B 341- 304

C 303- 266

D 266- 228

Introductory Discussion

I think it's important to try to get to know my students a little each semester. Through my experience, I've learned that teaching online doesn't naturally offer the opportunities to get acquainted like a face-to-face classroom. In this online class, I'm asking for you to share information about yourself with me and your classmates. Under the "Discussions" tab on Bb, you'll see I've written an Introduction to you all and I've asked you to do the same. Share to the extent of your comfort. This assignment is worth up to **10 points**.

I am Ready Checklist

It's essential that everyone is prepared for online learning this semester as we haven't got much time to "catch-up" or "learn Blackboard" when our time together is concluded in a mere 3 weeks. On Blackboard, under "Assignments" I've attached a Microsoft Word document with a checklist for you to complete. You're expected to know how to do every technological task on the checklist and therefore, do not submit your checklist until you can answer "yes" to all of the items on the list. If you submit a completed I am Ready Checklist on Bb under "Assignments" by 11:59pm on Wednesday, December 22, you can earn up to **10 points**.

Quizzes (7)

Our quizzes cover information in the chapters. There is a quiz for each corresponding chapter. The quizzes take place on Bb under "Quizzes." These quizzes will be available to you a few days before they're due. See the Course Calendar at the bottom of your syllabus and on Bb under "Quizzes" for due dates; all quizzes are due by 11:59pm on said due dates. Be sure to take the quizzes after you've read and had time to chance to study. These online quizzes are technically "open-book/open-note," but you will have only 20 minutes to complete these ten-question quizzes. The format for the quizzes is multiple-choice- each question is worth two points. There will be a total of 7 quizzes this semester, each are worth **20 points**, for a **total of 140 points**. THERE ARE NO LATE QUIZZES AND THERE ARE NO MAKE-UPS. I strongly advise you NOT TAKE A QUIZ FROM YOUR SMART PHONE; you will need a reliable Internet connection and device to avoid technological issues.

Discussions (4)

Discussions on Blackboard are an excellent learning aid, students learn a great deal from conversations with each other. It is also beneficial as students can participate in discussions about the course online. The discussion entries are expected to be of high quality and it is essential you take them seriously. The assignments for the Bb discussions will be diverse and it is important that you follow the instructions for each assignment. You will find details for each requirement under "Discussions" on Blackboard. There will be a total of 4 discussions this semester, each are worth **20 points**, for a **total of 80 points**. It is important for you to remain academic while discussing the topics, high quality is expected. Your complete participation in the Discussions are due by 11:59pm on the stated dates in our Course Calendar and on Bb under "Discussions." NO LATE OR MAKE-UP DISCUSSIONS ACCEPTED.

Tips for Successful Discussion Board Entries:

- 1) Be sure your entries are academic. Avoid limiting your reply to "I agree/disagree" or expect points to be deducted. If you choose to input your opinion, connect it to the reading and/or an example that pertains to the topic.
- 2) When in doubt, cite. If a citation is required (quoting the text or another source) then you MUST cite or points will be lost. It is important NOT to plagiarize on the discussion board.
- 3) The discussions must be like a group conversation; therefore, more than one entry is required, or points will be deducted.

- 4) Students who spend a minimum amount of time in discussions will not receive full credit compared to your classmates who log in several times and participate with multiple entries.
- 5) Avoid casual language. Points will be deducted for “texting lingo” and other errors; remember, this is an academic atmosphere. Avoid “i,” “u,” “IDK,” “til,” etc. Watch for spelling errors to avoid losing points too.

Spent Writing Assignment and Reflection Paper 30 pts

The discussion of inequality in the classroom is not always an easy task. While the reasons for this are variable, one dominant reason is that many students believe that if you work hard enough, you will succeed. Students are more likely to blame the individual for personal failures while ignoring structural issues that inhibit success. Even though there is an abundance of empirical evidence that illustrates the relationship between institutional arrangements and individual success, in my experience, students either ignore the evidence or cite personal/family experiences, as valid reasons for their belief in the American Dream. Because of this, simulations are a useful resource in explaining social inequities. This activity, which can be found at playspent.org, does an excellent job of illustrating the difficulties of low-wage labor and poverty.

At the activity’s onset, you are tasked with choosing between three jobs—a warehouse worker, an office temp, or a restaurant server. After choosing your job, you will have to make it through the month without going broke. You will have to make difficult decisions concerning health insurance, housing, paying a collection agency, having your kids participate in activities, among other scenarios. The simulation gives you a more in-depth understanding of the obstacles that low-income families face.

Goal 1: Students will learn about the difficulties associated with low-wage work and poverty.

Assessment 1: In their response paper, students will have to answer questions about their experiences during the simulation.

Goal 2: Students will understand the relationship between structure and agency.

Assessment 2: In their response paper, students must address how one’s “choice” of low-wage labor may be influenced by structural issues outside of their control.

Goal 3: Students will understand the main theoretical paradigms explaining poverty.

Assessment 3: In their response paper, students must use different theories explaining the existence of poverty/inequality.

Website <http://playspent.org/>

ASSIGNMENT: Two- three page response paper answering questions about the simulation while applying different theoretical frameworks for why poverty exists.

Questions to answer in response paper:

- 1) What job did you choose?
- 2) What types of difficulties/decisions did you face during the simulation? How did you handle them?
- 3) How much of a choice do you think you had when making those decisions? Did you ever feel constrained? If yes, by what? If no, why not?
- 4) Discuss how a classical inequality and contemporary inequality theorist would explain poverty, specifically in relation to the activity.

Unpacking the Invisible Knapsack: Exploring the Invisibility of Privilege 30 Points

For this assignment, you will first read the following article Unpacking the Invisible Knapsack by P. McIntosh from The Seed Project <https://nationalseedproject.org/Key-SEED-Texts/white-privilege-unpacking-the-invisible-knapsack>

After reading the article, address the following prompts in an essay-style format.

1. What is your initial reaction to this list?
2. Is there anything that surprises you, raises questions for you, or that you find problematic?
3. How does McIntosh define White privilege?
4. Create a list of 5 privileges you experience based on your social class, race, gender, and/or sexual identity. Is it difficult or easy for you to identify your privilege? Why do you think this is the case?
5. Why do you think people deny their privilege?
6. Can you identify the positive and negative aspects of your privilege?
6. Reflect on how completing this assignment and reflecting on the ways in which privilege manifests in your life helps you understand the ways in which social class, race, gender, and sexuality impact one's life chances.

Use material and examples from Chap 7 and 8 (along with any supplemental material provided) to support your responses. You can also provide your own sources, just make sure to cite and include a link to the resource!

Implicit Association Bias Test and Reflection 30 points

To begin this assignment students will go to implicit.harvard.edu/ to test their implicit assumptions. Students must complete a gender-related test and a second test of their choosing (race, ethnicity, sexuality, ability, weight, age). After finishing the tests, record the average scores and your own scores to include in the reflection section of this assignment.

Discuss: What was it like to take the test? The test is creatively designed to conform to and then deviate from the involuntary implicit associations in our minds. Most students will notice that they perform worse when the test does not conform to stereotypes. Did you notice? What types of associations did you discover? What were the average scores on the tests you took? Only a portion of the tests

are about gender. What other associations did your test measure? Were these tests explicitly or implicitly intersectional? How so? How might these associations in our brain, and their intersections, operate in daily life? Your submission should be 2 pages in length. Remember to use your course material to support your reflection/analysis. Make sure to cite sources.

Social Movements Infographic/Paper Submission 50 points (20 for infographic/30 for written submission)

For this assignment, you will be researching and designing an infographic related to a social movement of your choice. Select a current social movement and complete research about the movement's origin, purpose, goals, etc. First, why did you choose this social movement? Now, introduce the movement's history, purpose, goals, etc. Next, discuss what type of social movement you are researching (pg 394...) and what social movement theories apply to your movement (pg 398...). Use your text and examples from the movement to support your findings. Finally, make predictions for the future of your chosen movement.

Remember, this assignment has two parts. You must also create and upload an infographic based on your social movement to the discussion board

Create a diagram/infographic of the social movement. See Blackboard for example infographic. Include information about its history, purpose, and goals.

Helpful links for making infographics or posters:

- [Easel.ly](#)
- [Canva](#)

Your paper should be 2-3 pages in length. Make sure to cite all sources.

Academic Integrity

According to SIUE's university policy, plagiarism is a serious violation of academic dishonesty. **Plagiarism refers to the act of representing someone else's work as your own.** Such offenses include copying from a book, article, the Internet, or a paper written by anyone other than yourself. When you use someone else's work, be sure to cite the reference and page numbers. Also, use quotation marks where appropriated. *If you are unsure what constitutes as plagiarism, either see me, contact the Writing Center, or for further information:* <http://www.siu.edu/policies/1q5.shtml>

How to Succeed in This Class

Successful students will be those who do the following:

- ✓ PRINT THE SYLLABUS. It is your guide to the class. Refer to it often.
- ✓ This course takes place in 3 short weeks, but carries the content of a 16-week 3-credit hour course, be prepared to work to keep up.
- ✓ Check Blackboard every day, including the weekends. The exceptions being the two legal holidays: 12/25 and 1/1. Plan to spend at least 16 hours **online** for this class each week. This is the amount of time that we would spend in class if we were meeting face-to-face. Of course, you will spend additional hours off-line reading, writing, etc.
- ✓ Complete each assigned reading/assignment early enough to allow time to thoughtfully formulate answers to questions posted in the Bb Discussions and before officially submitting your work.
- ✓ **Participate in discussions at least a few days before** the deadline. Engage with other students within discussions on **DIFFERENT days** a week.
- ✓ Write clearly and with few spelling or grammatical errors. Use the spell check option.
- ✓ Only final drafts are to be submitted to Turnitin via Bb, **Turnitin will only allow students to submit work once**, therefore, only submit your work once it's been edited.
- ✓ Complete all assignments by the deadlines. Please see Course Policies (above) for more details.
 - The rare exception: if the Blackboard system happens to be "down" when an assignment is due (the college will inform me of such an event and it has not happen often) then please email it to me as an attachment. The attachment will not substitute for the completed assignment, but it will show that you met the deadline.
- ✓ Practice writing to me, like you would with your professional employer.
- ✓ Follow all instructions in the syllabus carefully.
- ✓ **Note: the University Campus will be closed from 12/24/18-1/2/19, which is the majority of our semester.**
- ✓ **All assignments are due by 11:59 p.m.**, avoid waiting until minutes before the deadline to submit/participate.

Successful studying tips I suggest accessing a beneficial web site: <http://www.how-to-study.com/> . The two major keys to success in college are so basic that they are often overlooked. Keep up with your reading and work. In online learning, you're even more responsible to engage in class. University courses are designed with the expectation that for

each hour you spend in the classroom, you will spend two to three hours outside of the classroom reading, thinking, studying, and working on assignments. Reading course material is not like reading a novel for entertainment. You should be reading for understanding. This implies that not only do you read for information, but you become an active rather than a passive reader, and think about what you are reading until it becomes clear. You may need to look up unfamiliar terms or read something several times and take notes. It's important too that our minds be open and ready to receive and think about new ideas. **Your education is your responsibility.**

Resources on Campus

- Counseling Services: (618) 650-2197 <https://www.siue.edu/counseling/>
- Lovejoy Library is an excellent resource for academic journals and DVD/videos. <http://www.siue.edu/lovejoylibrary/>
- Career Development Center (CDC) can aid you in your professionalization (618) 650-3708 .
<http://www.siue.edu/careerdevelopmentcenter/students/index.shtml>

For Blackboard Assistance go to Internet Technology Services. You can reach them via email: help@siue.edu or by phone: 618-650-5500. They're located in the basement of Lovejoy Library. Website: <http://www.siue.edu/its/>

*Students needing accommodations because of medical diagnosis or major life impairment will need to register with **Accessible Campus Community & Equitable Student Support (ACCESS)** and complete an intake process before accommodations will be given. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siue.edu/access.*

Course Calendar

see weekly folder for supplemental materials

Week 1-

Start Here

I am Ready Checklist (do not submit until you can answer YES to all questions, if you need to find the answers so you can indicate YES truthfully, utilize University resources while the campus is still open)
due 12/23 by 11:59 pm

Introductory Discussion *due 12/23 by 11:59 pm*

Monday 12/19

Read: Chapter 1 – Discover Sociology

Quiz 1 over Ch 1 *due 12/23 by 11:59 pm*

Discussion 1 The Wisdom of Sociology *due 12/23 by 11:59 pm*

Wednesday 12/21

Read: Chapter 3- Culture & Mass Media

Quiz 2 over Ch 3 *due 12/23 by 11:59 pm*

Discussion 2 Violence and the Media *due 12/23 by 11:59 pm*

Friday 12/23

Read: Chapter 4 – Socialization & Social Interaction

Quiz 3 over Ch 4 *due 12/26 by 11:59 pm*

Discussion 3 Life is a Stage *due 12/26 by 11:59 pm*

Week 2

Monday 12/26

Read: Chapter 6 - Deviance & Social Control

Quiz 4 over Ch 6 *due 12/30 by 11:59 pm*

Discussion 4 Deviance? *due 12/30 by 11:59 pm*

Wednesday 12/28

Read: Chapter 7 - Social Class & Inequality

Quiz 5 over Ch 7 *due 12/30 by 11:59 pm*

Writing Assignment- Spent Activity and Reflection Paper *due 12/30 by 11:59 pm*

Friday 12/30

Read: Chapter 8 - Race & Ethnicity

Quiz 6 over Ch 8 *due 1/2 by 11:59 pm*

Discussion 5 Residential Segregation *due 1/2 by 11:59 pm*

Writing Assignment- Unpacking the Invisible Knapsack: Exploring the Invisibility of Privilege *due 1/6 by 11:59 pm*

Week 3**Monday 1/2**

Read: Chapter 9 - Gender & Society

Quiz 7 over Ch 9 *due 1/4 by 11:59 pm*

Discussion 6 Understanding the Complexities of Gender *due 1/4 by 11:59 pm*

Implicit Association Bias Test and Reflection *due 1/4 by 11:59 pm*

Wednesday 1/4

Read: Chapter 12- Social Movements and Social Change

Final Project- Social Movements Infographic/Paper Submission *due 1/6 by 11:59 pm*

Final Project- Social Movements Infographic/Paper Submission due Friday, January 6th by 11:59 pm- No Late Submissions!!!