

Black Hills State University
College of Arts and Science
Department of History and Social Science

Introduction to Sociology

SOC 100 (3 hrs.)

Spring 2010

Online Class

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Office Hours: MTWR 2-2:50 PM

1. Course Description: Prerequisite (none)

This course is a comprehensive study of society, with analysis of group life, and other forces shaping human behavior.

2. Description of Instructional Methods

This is an ONLINE COURSE. You must have access to the Internet to complete the work. You may certainly use the computers at Black Hills State University or other institution you attend. Public libraries also have computers for people to use. No additional time will be given to students who do not have access to their own home computers. You will use Desire2Learn to access assignments and grades, to submit assignments, and to contact the instructor.

3. Course Objectives

Students will . . .

- Learn the basic concepts, definitions, and research methods used in modern sociology
- Explain and apply the different theoretical perspectives of sociology
- Understand how culture is created and transmitted
- Investigate how and why people choose to deviate from the norm
- See how society is structured to be able to identify the functions of the different parts of the social structure
- Focus on the family as a critical element in the development of the social group
- Develop an awareness of social problems including issues of race, gender, and class
- Think sociologically about personal experiences and public issues
- Recognize methods of analysis and problem solving used by social scientists in understanding and dealing with issues and problems of society

- Encourage critical thinking and writing skills in the analysis of social issues

4. **General Education Goals and Objectives**

This course meets SD Board of Regents General Education Goals #3.

Standards II.1, II.2, II.3, II.4, III.1, and V.1
 BOR SYSTEM *understand the organization, potential and diversity of the human community through the study of the social sciences.*

As a result of taking this course, students will:

Student learning outcome 1: Identify and explain basic concepts, terminology and theories of the selected social science discipline (Sociology) from different spatial, temporal, cultural and/or institutional perspectives.

Assessment: Students will

- identify and explain basic sociological concepts on exams from cultural and institutional perspectives;
- apply basic sociological terminology in relationship to social phenomena on exams and in class discussions;
- employ appropriate theories of sociology in explaining social phenomena from cultural and institutional perspectives on exams, in papers, and in class discussions.

Student Learning Outcome 2: Apply selected social science (Sociology) concepts and theories to contemporary issues.

Assessment: Student will

- apply sociological concepts to contemporary issues on exams and in class discussions, assigned papers, and projects;
- apply social science (Sociology) theories to contemporary issues on exams and in class discussions, assigned papers and projects.

Student Learning Outcome 3: Identify and explain social values of different cultures.

Assessment: Students will

- identify and explain differences in social values on exams, papers, and in class discussions.

Student Learning Outcome 4: Demonstrate a basic understanding of the origin and evolution of human institutions.

Assessment: Students will

- identify the origin of human institutions on exams ;
- identify and explain the evolution of human institutions on exams and in papers.

Assessment Tools: To assess Goal 3, course embedded assessment tools will be used, as well as class discussions, exams, and writing assignments.

5. Texts

Book: *Essentials of Sociology: A Down-to Earth Approach*, 8th edition

Author: James Henslin

Publisher: Pearson/Allyn and Bacon

This is a required textbook and can be purchased at/through the BHSU bookstore or through an online bookstore.

6. Requirements for Online Classes

This is an online class, but that does not mean you will spend less time working on the class than you would for an onsite class. In an onsite class, you spend 2½ hours in class at a specific time as well as 1-2 hours on reading and homework assignments per week. Online means that you will be able to flexibly schedule how you get that same work done.

7. Academic Honesty

In this course you are expected to perform to the utmost of your abilities in an honest and sincere manner. **Standards V.3** Plagiarism will not be tolerated. Academic misconduct will be dealt with per BOR regulations. In particular, any evidence of academic dishonesty (deliberate or blatant plagiarism on your papers, cheating on quizzes and examinations, stealing exams, or other such acts) will result in an **F** for the assignment.

8. Contacting the Instructor

Use email to contact me. I will try to answer your question within 24 hours. You are welcome to leave me a voice mail message, but email is a more sure and efficient way of contacting me. I am not, however, the first place you should check for information. If you have a question, first check your syllabus and course agenda for the answer.

9. Contacting other Students

Use the Desire2Learn email to contact other students in the class.

10. Course Requirements

Standards IV.3 and V.4

Assignments

- o All assignments are posted at the beginning of the semester, but they are divided into weekly modules that are due on specific dates. (The Course Agenda with all of the dates is included in this syllabus document.) There will be two assignments due each week (three for Week One). Assignments are always due by midnight of Tuesday of the week.
- o I have emailed you this syllabus, plus you can find it in the Content section of Desire2Learn.
- o Generally, assignments will be returned to students within a week.
- o I will participate in the assignments that direct students to go to Discussions and answer questions or express opinions. All students are encouraged to read each others' and my Discussion responses and engage in the conversation.

Weekly Knowledge Review Quizzes

- Every week there will be a knowledge review quiz over the material you have read in the chapter. You may complete the quiz at any time during the week. Once you open the quiz, you **MUST COMPLETE IT**. Do not close it and expect to be able to open it again.
- You will find the quizzes in Desire2Learn in the **QUIZZES** section accessed on the toolbar at the top of the homepage window. For Week One, it is called Knowledge Review Quiz 1, for Week Two, Knowledge Review Quiz 2, etc.
- The quiz is only available for that one week. It will open at 12:01 AM on Wednesday morning of the week it is due and close at 11:59 PM the following Tuesday.
- This is an open book quiz.

Paper (100 pts.)

Every student is required to complete a ONE of the following choices. The paper is due on April 20, 2010. Papers **MUST** be typed in Times New Roman – 12 point. Use 1” margins at top and bottom and right and left.

Below are the options for you to choose from for your paper. You will choose only ONE of these topics to complete.

Paper Option 1: What Does the Media Teach Us About Gender?

Compare the most recent edition of at least two magazines that are targeted to men and two magazines that are targeted to women. These magazines cannot be of a sexual nature (e.g., *Playboy* or *Playgirl*). Analyze the advertisements in these magazines from a sociological perspective with regards to what they say about men and women, gender expectations and gender socialization.

In writing your paper you will have four sections:

1) **INTRODUCTION**: Write a brief introduction citing what researchers claim the media's role in socialization is. You can use your textbook for a discussion of some research, but I also suggest looking for some journal articles using the electronic indexes from the library. You can use your textbook and the journal articles to guide you here, but the ideas and writing should be your own.

2) **METHODS OF CONDUCTING THE RESEARCH**: Write a methods section where you describe the types of magazines (title and a brief description of the focus of the magazine) you used and why you chose them. To conduct this study, you need to code the advertisements. I suggest you a) Keep track of the number of total advertisements for each magazine, the number that just feature men, the number that just feature women and the number with both b) code the individual advertisements according to the portrayal of men and women's roles. I suggest you code them along three dimensions - traditional (e.g., for women, the woman in the ad may be cooking, cleaning, etc.), non-traditional (if a man was doing these behaviors) or gender neutral (e.g., standing around w/o any hint to a relationship with other people in the ad) You are free to use other categorizations, but regardless of which you chose, in your methods section you need to identify how you categorize the people in the ads and explain (you can list these) what behaviors/expressions/poses are grouped into each category. I suggest you keep track of the

number of ads that fit your categories separately for the magazines aimed at men and those aimed at women.

3) **RESULTS OF YOUR STUDY**: Your results section will have two parts: a table that presents the number of ads in each category for each group of magazines (male, female) and a written section explaining how the numbers compare, what you found out about the magazine advertisements, etc.

4) **CONCLUSIONS**: Finally, in this last section you will explain what the advertisement depictions of men and women say about men and women's roles in society. What are the implications for gender socialization, both for young children who may flip through the magazine to look at the pictures and for continuing socialization that we experience in adulthood? What are your views about this? This is the section where I should most strongly be able to tell that you are applying the sociological way of looking at society.

Paper Option 2: What Do People Think of the Poor?

Design a short questionnaire pertaining to attitudes and beliefs about poverty. Include popular stereotypes about poverty, welfare, and welfare recipients. For example "Do most people bring poverty onto themselves?" "Who is more likely to be in poverty -- Whites or minorities?" These should be closed ended questions, meaning that YOU provide answer choices for your respondents.

In writing your paper you will have four sections:

1) **INTRODUCTION**: Write an introduction that discusses who the poor really are in terms of race, sex, and age. Include in this section a discussion of the two views of poverty - that it is primarily due to individual factors (such as laziness, having a child while young) or that it is primarily due to structural issues (the poor quality of many schools, the low minimum wage for jobs). Also include any concrete information that corresponds to your questions. In other words, if you have a question that asks respondents whether they think the poor are lazy, in this section you may want to mention the percentage of the poor with full and part time jobs (Your respondents will not know this. It will become relevant in the last section of the paper.) You can use your textbook for a discussion of some research, but I also suggest looking for some journal articles using the electronic indexes from the library. You can use your textbook and the journal articles to guide you here, but the ideas and writing should be your own.

2) **METHODS OF CONDUCTING YOUR RESEARCH**: In the methods section, discuss your survey and your sample. Your survey must consist of a minimum of five questions about poverty and one question regarding the person's sex. With regards to your sample, you need to sample a minimum of 15 people. These people should be almost evenly split between men and women. To simplify the study, they should all be of the same race and similar age group (e.g., college students, parents or grandparents/older adults). Include one copy of your survey questions in the back of the paper.

3) **RESULTS OF YOUR RESEARCH**: The results section will have three parts. It will consist of two tables and a written explanation of what you found. Table one lists the five questions about poverty (a shortened version, not the complete question) and the percent who agree or strongly agree (you can collapse these into one "agree" category if you want, but you don't have to. Just be clear whichever way you do it) and a second table that compares the responses of men and women. Also include a written explanation of what you found.

4) **CONCLUSIONS**: Lastly, for your discussion section discuss how your sample's perceptions of the poor fit or fails to fit with the facts about the poor you discuss in your introduction. The individual's responses, do they generally favor an individualistic view of poverty or a structural one (macro)? Why do you say this? This is the section where I should most strongly be able to tell that you are applying the sociological way of looking at society.

Standard III.2

11. Course Grade

The course grade is based upon your performance on the following:

Weekly Knowledge Review Quizzes	350 pts.
Weekly Assignments	325 pts.
Paper	100 pts.
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TOTAL POSSIBLE	775pts.

92-100%	A
84-91%	B
76-83%	c
68-75%	D
67% and below	F

Changes can't be made to final grades once they have been submitted except in extraordinary circumstances.

12. Using the Library as a Distance Learning Student

You will be able to find valuable information online at the BHSU Library web site. There is even a special link for distance learning students:

<http://iis.bhsu.edu/lis/circulation/distancelearning.cfm>

In the upper left-hand column there is a link for DISTANCE LEARNING. Click here. This will provide you with a lot of important information that you can use throughout the course and in particular in your Research Paper.

13. Finding Course Materials

To find out what you need to work on each week, first look at the Course Agenda found in this syllabus. I have emailed this course syllabus to you, but you can find another copy of it as a link in the BHSU GETTING STARTED box on the left-hand side of your home page. It is also the first document in Week One found under CONTENT.

Once you have identified the topic and reading assignment for the week, in this same place you will find the assignment sheet for the week and any other documents for the week that you will need. You will find the Knowledge Review Quiz for the week in the QUIZZES. You will also find other assignments to be completed in that same place. Your weekly assignment sheet guides you to them when it is time. When you have completed the weekly Knowledge Review Quiz, it will automatically be graded and sent to me. Other assignments require that I manually grade them, so you will not receive an immediate grade for them.

The only items you will not find in CONTENT or QUIZZES are the Discussion questions. To find this, select **Discuss** at the top of the window and select the forum topic for the week. You will find the questions to answer there.

14. Disability Statement:

“Reasonable accommodations, as arranged through the Disabilities Services Coordinator, will be provided students with documented disabilities. Contact the BHSU Disabilities Services Coordinator, Mike McNeil, at 605-642-6099, (Jacket Legacy Room in the Student Union) or via email at mikemcneil@bhsu.edu for more information. Additional information can also be found at <http://www.bhsu.edu/StudentLife/Learning/DisabilityServices/tabid/162/Default.aspx>”

15. Academic Freedom and Responsibility

“Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. S **Standard VII.1** that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the chair of the department in which the course is being taught to initiate a review of the evaluation.”

16. Desire2Learn

This course requires the use of Desire2Learn. Access to a computer (on-campus or at home) is required. If you have technological problems, contact Terry Hupp at email terryhupp@bhsu.edu or by phone at 642-6038 (Spearfish) or Anne Stevens at email annestevens@bhsu.edu or by phone at 642-6064.

Because computer technology is not part of her academic training, your instructor is **unavailable** for assistance with most technological problems.

17. Resources

Your instructor and the texts are your primary resources. Your instructor will be available during office hours if you are having trouble with the course or want to know how you are doing.

Other resources include the **Library** (see #9 above) and the **Writing Center** <http://www.bhsu.edu/writingcenter/BHSUHome/WritingCenterHome/tabid/1670/Default.aspx>

The director of the Writing Center, J. Deaver Traywick can be reached at 642-6922. The web site includes many student writing resources, and the writing center can help you with your writing project.

If you are a student from another university taking this online course, your own campus will have a writing center to provide this kind of help, or you are welcome to use our resources here at BHSU.

Another resource available to you is the online **Glossary** of terms found in D2L in our class site. It is found in the navigation bar just below the class name. When you click on Glossary, it will **Standard VII.2** u.

Also located here is a **FAQ**, or Frequently Asked Questions.

8. **Tutorial Assistance**

At BHSU the Academic Skills Center offers study skills, workshops and guidance. If you need help with note taking, writing papers, or other study skills, they can help.

19. **Other Information You Might Find Useful**

Some of this is a repeat, but I think it bears repeating and may be very useful to you.

- **How long does this class last?** The course runs from January 13 until May 6, 2010.
- **Do we ever really meet, in person?** No, this is an asynchronous online course. That means that we never all meet at the same time. If you'd like to see what I look like, use this link to the College of Arts and Science web site and scroll down a bit!
<http://www.bhsu.edu/Academics/TheColleges/CollegeofArtsandSciences/Faculty/tabid/73/Default.aspx>
- **What kind of skills do I need for this class?**
You need the following general skills:
 - √ Be able to manage your time independently and well
 - √ Know how to meet deadlines
 - √ Be able to ask for help when you need it
 - √ Be concerned about producing quality work

You need to have the following technical/computer skills:

 - √ Have access to a working computer that has a reliable internet connection
 - √ Be able to use email
 - √ Be able to use Desire2Learn including logging onto it with your unique user name and password
 - √ Know how to download and save documents, open them up, type in them, save them, and then attach them to an email
- **Where do I find the assignments each week?**
You can find the following items in CONTENT that can be found in the bar at the top of the course.
 - √ Assignment sheets for each week that tell you exactly what needs to be completed.
 - √ Worksheets or other kinds of supporting materials like articles that you need to complete your assignments.
 - √ Each week you will find a page of "Links to Learning More" about the sociological subject for that week. This will provide you with web sites, books and articles, and or movies that you might find interesting on this topic.

- **What will I be responsible for each week?**

Each week you will complete a standard set of assignments that includes the following:

- √ A reading assignment from our textbook. You can find the name and author of the textbook in the Course Syllabus.
- √ A Knowledge Review quiz covering your reading for the week. You will complete this online, it will be graded automatically, and you will know your points right away. You will find each week's quiz by clicking on QUIZZES in tool bar at the top of your screen.
- √ Two additional assignments (Week One there are three and a couple of weeks only one) to deepen your knowledge of the topic. Many of these will include accessing information on the WWW, investigating new concepts and ideas, and reporting on what you've discovered back to me. Sometimes you will send me your information attached to an email; sometimes you will put it in the DISCUSS section (also accessed through the same toolbar). There will be a variety of ways to send your information to me, but your assignment sheet will give you clear directions on this.

There is one more assignment you will need to complete for the course, one of two paper options. Directions for this paper are found on pages 4-6 of this document.

- **What software should my assignments be typed in?**

You must type your assignments in Microsoft Word or Rich Text. My computer **does not read** either WordPerfect or Microsoft Works.

- **When must assignments be turned in?**

Your assignment sheets are always available in CONTENT. Quizzes will become available at 12:01 AM on Wednesday morning. You have until 11:59 PM the following Tuesday night to complete the work. Remember!! D2L runs in Central Time, so for those of you in Mountain Time, adjust accordingly.

It is critical that you turn in your work on time. I don't take late papers unless you have made arrangements with me BEFORE THEY ARE DUE!!

- **Will I need to use any kind of technology or software that I might not have?**

You will need Microsoft Word to open the text documents. Sometimes you may need to use Adobe Acrobat Reader or RealPlayer or Windows Media Player to complete your assignments. Windows Media Player comes with most systems. You can download a free version of RealPlayer at http://www.download.com/RealPlayer/3000-2139_4-10255189.html

And you can download Adobe Acrobat Reader for free at <http://www.adobe.com/products/acrobat/readstep2.html>

- **How do I keep track of my grades?**

I will post your grades online. You can access them by going into GRADES, which you can find in the toolbar at the top.

- **What email should I use?**

Use your Desire2Learn email. **Send all communication from Desire2Learn.** Please don't use personal accounts that I don't recognize. I might think they're junk mail and delete them before reading them.

- **What kinds of things do I need to know about communicating in an online environment?**

There's a great web site called "The Core Rules of Netiquette" that gives some great information on appropriate web behavior. For example, the warning that typing in capitals in an email is considered yelling, and don't say anything online that you wouldn't say to a person's face. I encourage to go to the website and read through their advice. <http://www.albion.com/netiquette/corerules.html>

- **How do I get help if I need it?**

If you have a general question that might be answered by anyone in the class, post it in Discuss in the topic **Student Lounge**.

Also, check your Syllabus first. This will answer many questions.

I am just an email away. I will check my email at least once a day and reply to you usually within 24 hours. If it's something that we need to talk about in real time, we can schedule a time for you to call.

As you can tell, there are many ways to get information!

COURSE AGENDA

(School holidays will not impact the schedule.)

<u>WEEK</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
ONE 1/13-19	Introduction to the Course Sociological Perspective	<ul style="list-style-type: none"> • Read Chapter 1 • Knowledge Review Quiz 1 • Assignments 1.1, 1.2 and 1.3 (only week with three assignments)
TWO 1/20-26	Culture	<ul style="list-style-type: none"> • Read Chapter 2 • Knowledge Review Quiz 2 • Assignments 2.1 and 2.2
THREE 1/27-2/2	Socialization	<ul style="list-style-type: none"> • Read Chapter 3 • Knowledge Review Quiz 3 • Assignment 3.1 and 3.2
FOUR 2/3-9	Social Structure/ Interaction	<ul style="list-style-type: none"> • Read Chapter 4 • Knowledge Review Quiz 4 • Assignment 4.1 and 4.2
FIVE 2/10-16	Social Groups/Formal Orgs	<ul style="list-style-type: none"> • Read Chapter 5 • Knowledge Review Quiz 5 • Assignments 5.1 and 5.2

SIX 2/17-23	Deviance and Social Control	<ul style="list-style-type: none"> • Read Chapter 6 • Knowledge Review Quiz 6 • Assignment 6.1 and 6.2
SEVEN 2/24-3/2	Global Stratification	<ul style="list-style-type: none"> • Read Chapter 7 • Knowledge Review Quiz 7 • Assignment 7.1 and 7.2
EIGHT 3/3-16 This is such a long time because Spring Break falls here.	Social Class	<ul style="list-style-type: none"> • Read Chapters 8 • Knowledge Review Quiz 8 • Assignment 8.1 and 8.2
NINE 3/17-23	Inequality: Race and Ethnicity	<ul style="list-style-type: none"> • Read Chapters 9 • Knowledge Review Quiz 9 • Assignment 9.1 and 9.2
TEN 3/24-30	Inequality: Gender	<ul style="list-style-type: none"> • Read Chapter 10 through page 276. • Knowledge Review Quiz 10 • Assignment 10.1 and 10.2
ELEVEN 3/31-4/6	Inequality: Age	<ul style="list-style-type: none"> • Finish Chapter 10 • Knowledge Review Quiz 11 • Assignments 11.1
TWELVE 4/7-13	Marriage and Family	<ul style="list-style-type: none"> • Read Chapters 12 • Knowledge Review Quiz 12 • Assignments 12.1 and 12.2
THIRTEEN 4/14-20	PAPER	<ul style="list-style-type: none"> • Paper due 4/20
FOURTEEN 4/21-27	Population and Urbanization	<ul style="list-style-type: none"> • Read Chapter 14 • Knowledge Review Quiz 14 • Assignments 14.1 and 14.2
FIFTEEN 4/28-5/4	Social Change	<ul style="list-style-type: none"> • Read Chapter 15 • Knowledge Review Quiz 15 • Assignments 15.1