

## Summer 2023

### SOC 101-01: Introduction to Sociology

**Instructor:** Dr. Maggie Böhm-Jordan  
**Lecture:** Online  
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#### Course Overview

Sociology is the scientific study of human society. This course provides a general introduction to this discipline. It is intended to increase your understanding of social interaction, social organization, social institutions, and social change in a systematic way, i.e., the sociological perspective. We will engage in the sociological perspective through exploring several themes. Students will be introduced to major theoretical perspectives, as well as key concepts, such as culture, socialization, and social interaction. Students will also come to understand the nature of major social institutions, such as marriage and family, government, and health care. They will also be introduced to social inequality, which has historically been explored along the dimensions of gender, race, and social class. Understanding sociology helps discover and explain social patterns and see how such patterns change over time and in different settings. By making vivid the social basis of everyday life, sociology also develops critical thinking by revealing the social structures and processes that shape diverse forms of human life. This course will challenge you to examine, evaluate, analyze, and appreciate the complex and diverse world we live in.

This course fulfills the requirement for “Social Sciences” and “U.S. Diversity” in the General Education Program (GEP).

<b>GEP Category:</b>	<i>Upon completing this requirement, students will be able to:</i>
<b>Social Sciences</b>	<ol style="list-style-type: none"><li>1. Explain or apply major concepts, methods or theories used in the socialsciences to investigate, analyze, or predict human behavior.</li><li>2. Examine and explain how social, cultural, or political institutions influenceindividuals or groups.</li></ol>
<b>U.S. Diversity</b>	<ol style="list-style-type: none"><li>1. Describe how people or institutions in the United States have constructed diverseidentities and cultures based on ability, ethnicity, gender, language, nationality, race, religion, sexuality, socio-economic status, etc.</li><li>2. Explain how individuals or groups in the United States have responded to theexperience of discrimination and inequality.</li><li>3. Demonstrate understanding of and empathetic insight about diverse culturalperspectives in the United States.</li></ol>

**Course Learning Outcomes:** *Upon successful completion of this course, students will be able to:*

1. Describe major concepts used by sociologists to investigate human behaviors and social phenomena, including theory, social interaction, social organization, and social inequality (SS LO1)
2. Examine and explain how social, cultural, or political institutions influence individuals or groups. (SS LO2)
3. Analyze the diversity of human groupings based on race/ethnicity, gender, class, national origin, religion, family status, etc. (USD LO1)
4. Evaluate the various kinds of inequality, discrimination, and marginalization in human society (USD LO2)
5. Demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States. (USD LO3)
6. Apply critical thinking skills to examine and evaluate various aspects of social phenomena as you construct written and oral analyses of current events, media, and social norms.

### **Textbook (Required)**

Kerry Ferris and Jill Stein. 2022. *The Real World: an introduction to sociology*, 8th Ed. Norton

### **Additional Course Materials**

Certain course materials will be made available for download from Canvas. Announcements will be in Canvas and through email.

### **Grading**

<i>Critical Thinking Quiz</i>	5%	A: 93-100, A-: 90-92.99
<i>4 Discussion posts</i>	40% (10% each)	B+: 87-89.99, B: 83-86.99, B-: 80-82.99
<i>Assignment</i>	15%	C+: 77-79.99, C: 73-76.99, C-: 70-72.99
<i>Midterm</i>	20%	D+: 67-69.99, D: 63-66.99, D-: 60-62.99
<i>Final</i>	20%	F: 0.00 – 59.99

### ***MAKE-UP WORK***

Only proper documentation can be accepted as justification for make-up assignments (without late penalty), such as a doctor/coach/supervisor's note, a subpoena, etc. A simple self-narration of an emergency or a special occasion whether in oral or written forms, cannot be accepted as proper documentation and thus will not justify a make-up assignment. Late work will start from 50% of the grade.

### **Critical Thinking Module and Quiz (5%)**

This course is part of the critical thinking and learning initiative at UWSP. Students will recognize critical thinking as a process of identifying, analyzing, evaluation, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem solving). Students will complete the critical thinking lesson module and a quiz to assess students' ability to think critically. Critical Thinking Module can be found in Canvas

### **Discussion posts**

There are 4 discussion posts, due according to the Course Outline by 11:59pm. Answers should be in-depth, well-thought-out manner. Each discussion is worth 10 points. The main post(s) is 6 points and provide at least one reference to the course material (use APA or ASA reference style). Reply and engage in a productive post to at least two of your classmates (up to 4 points) throughout the week.

Discussion Post 1 (Week 1): Culture and socialization (SS LO2) (USD LO1)

- 1) Culture:
  - a. What are some traditions, values, and beliefs that has been passed down in your family?
  - b. Is that something you will continue or change? Why?
- 2) Socialization:
  - a. Where did you learn your behaviors? (i.e., parents, peers, school, media, etc)
  - b. What are some societal norms, rules, and regulations when it comes to behavior?
  - c. How does social media influence/impact individual/group behavior?
  - d. Why do we behave differently depending on who we are around? Why not behave the same with everyone?
- 3) Reference(s)

Discussion Post 2 (Week 2): “Poor Kids” (SS LO1, LO2) (USD LO1 LO2)

<https://www.pbs.org/wgbh/frontline/film/poor-kids/> Students may need to find resources to support their arguments in the self-reflection section (you should browse ahead for other chapters for supporting ideas). Student will discuss:

1. Which sociological theory “best” fits in this documentary (ex: functional, conflict, symbolic interaction, social learning theory, labeling theory, family systems theory, etc).
2. Self-reflection on the documentary.
  - a. How does social class (ex: poverty) influence the wellbeing on people?
  - b. What are other factors that may trigger poverty?
  - c. What are some ways to minimize stigma/stereotype on people that are living in poverty?
  - d. What is privilege?
3. Reference(s)

Discussion Post 3 (Week 3): “The Mask You Live In” (SS LO2) (USD LO2)

<https://uwsp.kanopy.com/video/mask-you-live> Student may need to find resources to support their arguments in the self-reflection section (you should browse ahead for other chapters for supporting ideas). Student will discuss:

1. Which sociological theory “best” fits in this documentary (ex: functional, conflict, symbolic interaction, social learning theory, labeling theory, family systems theory, etc).
2. Self-reflection on the documentary.
  - a. How does socialization influence the way people act?
    - a. Gender role
    - b. Race/ethnicity
    - c. Social class
    - d. Religion
    - e. Politics
  - b. What are some ways to minimize stigma/stereotype on gender identity expectation?
3. Reference(s)

Discussion Post 4 (Week 4): Human footprint. (SS LO1) (USD LO3)

What is your own personal life expectancy? Find out by "playing" the longevity game

Lifespan calculator: <https://media.nmfn.com/tnetwork/lifespan/index.html#0>

How long will I live? <https://www.blueprintincome.com/tools/life-expectancy-calculator-how-long-will-i-live/>

1. Write down your life expectancy.
2. Do you think it is accurate?
3. What are some possible factors that influence your life expectancy? Examples: SES, gender, race/ethnic? Childhood diet? Parental supervision? Location to hospital, fresh produce, food desert, fast food, etc. Environmental factors (urban/rural, neighborhood)? Schools?
4. What can you do to increase your life expectancy?
5. Reference(s)

5 EXTRA Credit points: Discussion Post 5 (Week 4): Share your breaching experiment. (USD LO1,2,3)

Please do not copy paste your paper. Main post is 3 points, 2 peer posts (1 point each).

- 1) Brief introduction of Your selected breaching experiment
- 2) Reason: Why did you select this experiment
- 3) Outcome: Did the experiment agree/disagree with your prediction
- 4) Ethics: What empathetic insight did you learn from your breaching experiment?
- 5) Future implications (What would you have done same/different in the future?)

**Assignment: Breaching Experiment** (SS LO2) (USD LO2, LO3)

Student will select a breaching experiment of their choice and submit a 4-page typed essay.

Please make sure your breaching experiment is respectful of others, does not harm anyone (self, children, adults, animals, environment, etc) and it is ethical and legal. It can be a group experiment, but each person will need to write their own paper. More information will be posted on Canvas. Student will discuss:

1. Brief introduction of Your selected breaching experiment
2. Reason: Why did you select this experiment
3. Outcome: Did the experiment agree/disagree with your prediction
4. What did you learn from your experiment in terms of socialization (norm vs. taboo), and provide linkage in textbook (ex: culture, groups, etc.)
5. Ethics: What empathetic insight did you learn from your breaching experiment?
6. Future implications (What would you have done same/different in the future?)
7. References in APA or ASA citation format

**Exams (Midterm and Final)**

There will be two exams. The exams will draw questions from lecture materials, readings, in-class assignments, and video clips played in class. Each exam includes at least 50 multiple-choice questions and some short-answer/essay questions. **NEITHER EARLIER NOR MAKE-UP EXAMS WILL BE OFFERED EXCEPT IN DOCUMENTED CONFLICTS OR EMERGENCIES.** (See "Make up work" for more information about what qualifies as proper documentation.)

### **Online Classroom Etiquette**

The online classroom is a learning environment and community, and as such, it is expected that students do their best to minimize disruptions that can distract from their learning and that of their peers.

### **Academic Integrity**

Academic integrity is central to the mission of this institution. Academic dishonesty in any form will not be tolerated and will receive disciplinary sanctions per the UWSP policies. The UWSP policies regarding student academic standards and disciplinary procedures can be found here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>. If I observe academic misconduct, or if suspicions of academic dishonesty are reported to me, I will request that the identified parties come to my office to discuss the situation, and then the procedures set out in UWS/UWSP Chapter 14 will be followed. Students can visit the UWSP Tutoring-Learning Center <http://www.uwsp.edu/tlc/Pages/writingReadingTutorials.aspx>.

### **Diversity and Inclusion**

UWSP supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated. These differences include race/ethnicity, gender, class, political view, religion, color, national origin, sexual orientation, disability, age, marital or family status, as well as personality, learning styles, and life experiences. We expect that students, faculty, administrators, and staff will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, experiences, and worldviews may be different from their own.

### **Disability Support Services**

The Americans with Disabilities Act (ADA) requires educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP policies, go to: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>. If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability>

### COURSE OUTLINE

DATES	TOPIC/ACTIVITY	Due Friday by 11:59pm
Week 1 July 24-28	Introduction and Syllabus  Readings: Ch. 1: The Sociological Perspective Ch. 3: Culture Ch. 4: Socialization, Interaction, and the Self	Introduction post  Critical Thinking Quiz  Discussion post #1
Week 2 July 31-Aug 4	Readings Ch. 5: Separate and Together: Life in Groups Ch. 6: Deviance Ch. 7: Social Class: The structure of inequality  Documentary: Poor Kids  <b>Midterm Exam</b> (Chapters 1,3,4,5,6,7)	Discussion post #2
Week 3 Aug 7-11	Readings: Ch. 8: Race & Ethnicity as Lived Experience Ch. 9: Constructing Gender and Sexuality  Documentary: The Mask you live in	Discussion post #3
Week 4 Aug 14-18	Readings: Ch. 12: Life at Home: Families and Relationships Ch. 14: Health and Illness Ch. 15: Population, Cities, and the Environment  Assignment: Breaching experiment  <b>Final Exam: Chapters 8,9,12,14,15</b>	Discussion post #4  Discussion post #5 (extra credits)

*Unforeseen circumstances may necessitate changes in the course requirements and/or schedules.  
Any changes will be announced in advance.*