PRINCIPLES OF SOCIOLOGY (ONLINE)
SOC 101, SECTION 1

Summer 2019
(May 28 – June 21)
Online

Department of Sociology and Social Work
University of Wisconsin-Stevens Point

Instructor: David Barry, PhD
Email: dbarry@uwsp.edu
Office: CCC 448
Office phone: 715-346-4197

Course Description and Objectives

In any political or military conflict it is of advantage to capture the information used by the intelligence organs of the opposing side. But this is so only because good intelligence consists of information free of bias. If a spy does his reporting in terms of the ideology and ambitions of his superiors, his reports are useless not only to the enemy, if the latter should capture them, but also to the spy's own side. It has been claimed that one of the weaknesses of the espionage apparatus of totalitarian states is that spies report not what they find but what their superiors want to hear. This, quite evidently, is bad espionage. The good spy reports what is there. Others decide what should be done as a result of this information. The sociologist is a spy in very much the same way. His job is to report as accurately as he can about a certain social terrain. Others, or he himself in a role other than that of sociologists, will have to decide what moves ought to be made in that terrain.
Peter Berger, Invitation to Sociology

That, in brief, is why it is by means of the sociological imagination that men [or women] now hope to grasp what is going on in the world, and to understand what is happening in themselves as minute points of the intersections of biography and history within society.
C. Wright Mills, The Sociological Imagination

What do we mean by a *social world*? How do we operate within it; what *roles* do we have and how do these roles influence the way we think, the way we act, and what we believe? How does our perspective of the social world change over time, across different societies and cultures, or even within the same nation or culture? What does the kind of society we live in say about ourselves? Do we treat some groups differently than others? Do we have shared goals, expectations, rules and ideas about what normal members of society should look and act like? Where do these expectations come from?

Largely, the discipline of sociology has been developed to answer these questions. And, like any scientific discipline, sociology has tested theories and methodologies aimed at explaining social phenomena. The goal, for any sociological pursuit, is to understand what is there – using Berger's metaphor – without bias. Throughout this course we will explore these questions, and others, in order to establish a better understanding of how to perceive and scientifically explore the social world.

To do this, this course has two main goals to help guide us. First, an introduction to the discipline of sociology and its' main areas of research is presented and discussed. This will be accomplished by first exploring the core principles of sociology. These core principles are outlined in the first few chapters of your textbook and cover the following preliminary questions:
   - *What is sociology and what do sociologists do?*
   - *What does it mean to view the world sociologically, to use a sociological perspective?*
   - *What is social theory and how is it used to examine society?*

Initially, we will begin by answering these questions using both historical and contemporary examples set in a variety of social and cultural contexts. Next, and for the bulk of this course, we will focus our attention on specific areas and topics within the discipline of sociology. Such areas include the sociological analysis of crime, religion, education, gender, health and medicine, economics, politics, poverty, the family and others.

The second goal for this course is to provide you with a set of valuable analytical tools necessary for navigating in today's world. This includes both analytical reading and writing skills. What does this mean? Throughout this course you will learn how to read text, data tables, and basic statistics and be able to critically assess their content. In addition, you will learn how to produce an academic paper by researching and critically forming an argument around a social issue of your choice. These skills are invaluable not only in the field of sociology, but in any area you end up pursuing. In addition to these two goals, we will also explore the occupational opportunities a degree in sociology can offer.

Course Learning Outcomes (CLOs)—alignment with Module Learning Outcomes (MLOs) indicated in Weekly Schedules

1. **Describe major concepts and methods used by sociologists to investigate our social world.**
2. **Apply sociological concepts and methods to real-world problems and issues.**
3. **Identify how social forces (e.g., societal, cultural, institutional, etc.) influence individual and group beliefs and behaviors.**
4. **Develop sociological and global perspectives that will contribute to a liberal arts education.**

Required Text

All students enrolled in this class are required to have a copy of **Karen Sternheimer's 'Everyday Sociology Reader'** (ISBN 978-0-393-93429-8). Supplementary material will also be used throughout the course to provide additional information.

Please see the Text Rental Information for Online Students document in the Begin Here→Class Information Module for additional information about acquiring your book from the Text Rental Office.

Course Technology Requirements and Assistance

Course Technology Requirements
- Minimum recommended computer and internet configurations for online courses can be found here.
- You will also need access to the following tools to participate in this course.
  - webcam
  - microphone
  - printer
  - a stable internet connection (don't rely on cellular)

Technical Assistance
If you need technical assistance at any time during the course or to report a problem with CANVAS you can:
- Visit with a Student Technology Tutor
- Seek assistance from the IT Service Desk (Formerly HELP Desk)
  - IT Service Desk Phone: 715-346-4357 (HELP)
  - IT Service Desk Email: techhelp@uwsp.edu

A Note on Office Hours

Given that this is an online course, I will not hold regular 'physical' office hours. I am on campus throughout the semester and can easily be available to meet. Otherwise, it is typically easiest to reach out via email or phone. I've also activated a public discussion forum for students to post more general questions that they think others might benefit from as well. Any announcements/reminders/clarifications I think the whole class could benefit from will be done through the CANVAS newsfeed and UWSP email. So, keep any eye on both during the course.

Expected Instructor Response Times

I will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24 hours please resend your email. If you have a general course question (not confidential or personal in nature), please post it to the Course Q&A Discussion Forum found on the course homepage. I will post answers to all general questions there so that all students can view them. Students are encouraged to answer each other's questions too.

- I will attempt to reply to and assess student discussion posts within 48 hours of discussions closing.
- I will attempt to grade written work within 72 hours, however longer written assignments may take me longer to read and assess.

Student Resources

All other resources and support information can be found in the respective Content module in CANVAS, 'titled UWSP Student Resources.'

Course Policy

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from
http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from:
http://www.albion.com/netiquette/book/.

Course Requirements and Evaluations

The following is a brief overview of the required, point-based assignments for the course. Complete details for each of the assignments are provided in the respective Unit/Modules.

Application Reflections

Throughout each of the thematic units you will complete Application Reflections that ask you to apply concepts from a content module.

There are 11 reflections, each worth 2-3points, In total, Application Reflections make up 35 points.

Discussion Posts

You will complete four unit-based Discussion Posts. This allows you to take material from a unit, apply it to a specific problem, and share that application with the class via an online discussion forum. When commenting on other entries, be productive and constructive but also remember to be respectful and considerate. Think of the goal of your comments as continuing a conversation and/or expanding on an idea – not an attempt of conversion or personal attack.

Each Discussion Post is worth 10 points. In total Discussion Posts are worth 40 points.

Unit Papers

You will be expected to complete three, unit-based, papers. These will be exercises completed outside of class that review the content we are covering.

The three main unit papers are worth 75 points each. In total, unit papers are worth 225 points.

'My Utopia' Project

This is a semester long project that incorporates in-class activities, a popular story of fiction, and continual reflection of your own beliefs and ideas about society.

In total, this project is worth 100 points

Late Policy

The late policy only applies to the unit papers. *A unit paper may be turned in up to two days (48 hours) past the deadline but carries with it a 5 point reduction in points.* After the 48 hours, no submissions will be accepted. For all other assignments, submissions must be made on time in order to receive points.

Evaluation

Evaluation of this course is based on the standard UWSP grading scale.

Course Evaluation:

Application Reflections =	35
Discussion Posts =	40
Unit Paper =	225
My Utopia =	100
Total =	400

Grading Scale

Letter Grade	Percent	Points
A	92-100	366<
A-	90-91	358-365
B+	87-89	346-357
B	83-86	330-345
B-	80-82	318-329
C+	77-79	306-317
C	73-76	290-305
C-	70-72	278-289
D+	67-69	266-277
D	60-66	238-265
F	<60	<238

Course 'Schedule'

This is a breakdown of all the topics covered along with respective assignments, point values, and relevant deadlines. Feel free to use the Checklist to organize your progress in completing the assignments.

Topic	Assignment	Points	Hard Deadlines	Check-list
Unit 1 Framing Society				
Module 1 Study of Society	Information Literacy activity	3		
Module 2 Culture	Application Reflection	2		
Module 3 Identity				
Module 4 Social Groups	Application Reflection	3		
Module 5 Crime/Deviance	Application Reflection	2		
	Discussion Post	10	6/1	
	Unit Paper 1	75	6/3	
Unit 2 Social Inequality				
Module 1 Social Class	Application Reflection	3		
Module 2 Sex and Gender	Application Reflection	2		
Module 3 Race and Ethnicity	Application Reflection	3		
Module 4 Global Inequality	Application Reflection	2		
	Discussion Post	10	6/8	
	Unit Paper 2	75	6/10	
Unit 3 Social Institutions				
Module 1 Political-Economy	Application Reflection	4		
Module 2 Health	Application Reflection	3		
Module 3 Education	Application Reflection	3		
Module 4 Religion				
	Discussion Post	10	6/15	
	Unit Paper 3	75	6/17	
Unit 4 Demography and Change				
Module 1 Population/Environ.	Application Reflection	3		
Module 2 Social Change	Application Reflection	2		
	Discussion Post	10	6/22	
	My Utopia Project	100	6/26	