Introduction to Sociology, Sociology 137.002  
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Office Hours and Course Times:  
Please call the Sociology office (468-4405) to schedule an appointment or email me at waltscalen@sfasu.edu. Our class meets in Ferguson, room 479 on Tuesdays and Thursdays from 9:30 – 10:45  

Required Book  
This course uses and online, open source textbook. It can be found here:  
http://freebooks.uvu.edu/SOC1010/index.php/cat-list.html  

Optional / Suggested Book  
In addition to the required book you may also find the following book useful.  

Invitation to Sociology: a Humanistic Perspective, Peter Berger.  
You can find a Kindle version of the book ($7.75) at http://www.amazon.com/dp/8004HFS6Z0/?tag=googhydr-20&hvadid=7570771391&ref=pd_sl_dda9exctw_e  
Please note that you do not need a Kindle book reader to buy and use the book. You can download the computer version of Kindle for free at http://www.amazon.com/gp/feature.html?ie=UTF8&docId=1000426311&tag=googhydr-20&hvadid=7475992751&ref=pd_sl_c0q9u5y7v_b  

Student Learning Outcomes (SLOs)  
At the end of this course students should be able to:  

SLO #1 - think sociologically  
SLO #2 - bracket or set aside common sense knowledge about the social world  
SLO #3 - see the individual in social context  
SLO #4 - understand social, structural explanations of social problems  
SLO #5 - consider that for the individual freedom and security are incompatible  
SLO #6 - demonstrate a basic understanding of sociological theory  
SLO #7 - appreciate the constructedness of social reality  
SLO #8 – identify the principals of good research design
Course Description

SFA Bulletin Statement - Introduction to sociology will provide a general examination of culture, socialization, roles, values, social inequalities, population, social institutions, and social change.

As human beings engaged in ordinary daily affairs, we learn to navigate through social life in respect to various sets of expectations, institutions, and other social realities that we simply take for granted. In other words, we normally just "get by" and infrequently give critical thought to the nature of our daily lives. We accomplish this unthinking orientation toward life with the help of a variety of habits and recipes for action that we derive both from problem solving activities on our part and also from traditional or authoritative sources. As human beings we hold a great deal of knowledge about the social world, but use only a small portion of it. The task of the sociologist is to systematically study what it means to be an individual engaged in society. Sociologists attempt to look behind the "taken-for-grantedness" of everyday life in order to better understand what it means to be human. This course will proceed with two major objectives. First and most importantly, we will explore what it means to think sociologically. This will provide you with an opportunity to do more than memorize "facts" for an exam; it will allow you to creatively and critically discuss the material presented. The second objective of this class will be to provide a brief survey of topics in sociological theory and research.

Course Expectations

Readings:
This course will entail a moderate amount of reading. You are encouraged to start early and not to get behind. I hope you will find the readings both valuable and interesting. The exams and class discussion will require your careful attention to all assigned reading materials.

Book Report:  Students will be required to compose a thoughtful and reflective analysis of Peter Berger’s Invitation to Sociology: A Humanistic Perspective. This will be due towards the end of the semester and details will come later.

Exams:
There will be three exams each a combination of multiple choice and true / false questions. Exams will be based upon material taken from both lectures and assigned readings. Review sheets and study sessions will be offered before each exam.

Exam Schedule:

<table>
<thead>
<tr>
<th>Exam #1</th>
<th>9/29</th>
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<tbody>
<tr>
<td>Exam #2</td>
<td>10/27</td>
</tr>
<tr>
<td>Exam #3, Final</td>
<td>As scheduled by the university</td>
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</table>

Grades
Grades will be calculated using the following guidelines. To check your test scores please log on to SFA’s MyCourses (Blackboard) at [https://mycourses.sfasu.edu/webct/logonDisplay.do?webct](https://mycourses.sfasu.edu/webct/logonDisplay.do?webct)

<table>
<thead>
<tr>
<th>Exam #1</th>
<th>100 pts.</th>
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</thead>
<tbody>
<tr>
<td>Exam #2</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Exam #3</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Book Report</td>
<td>100 pts.</td>
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<tr>
<td>Total:</td>
<td>400 pts.</td>
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<tr>
<td>Grade</td>
<td>Minimum Points</td>
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</tr>
<tr>
<td>A</td>
<td>At Least 360 pts.</td>
</tr>
<tr>
<td>B</td>
<td>At least 320 pts.</td>
</tr>
<tr>
<td>C</td>
<td>At Least 280 pts.</td>
</tr>
<tr>
<td>D</td>
<td>At Least 240 pts.</td>
</tr>
<tr>
<td>F</td>
<td>Below 240 pts.</td>
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**Course Policies**

Any social organization requires some rules. In no particular order here they are.

**Attendance**

Attendance is not required. However, I do reserve the right to increase your grade by up to 1/2 of one grade if you attend class regularly and participate in class discussions.

**Grades**

Many misconceptions exist about grades in the university. Perhaps the most common is that grades are given based upon student effort. Rather, grades are meant as evaluations of student performance not as rewards for effort. Some students can earn good grades with little or no effort. Other students work very hard and receive poor grades. This situation, while regrettable, is very similar to the "real world" conditions students will face after leaving the university. Grades and monetary rewards both are given to those who perform well. A second common misconception about grades is that a "C" is a "bad" grade. To the contrary a 'C' is given to work that meets the criteria of "satisfactory" college work.

**Late Work and Makeup Tests**

All work or assignments are due when noted on this syllabus. Late work will not be accepted. Makeup tests will only be given in extraordinary circumstances and must be prearranged unless there is a medical emergency.

**Academic Accommodations for Disabled Students**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Academic Integrity (University Policy A-9.1)**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades (University Policy A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which
they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

General Conduct
Respect is of utmost importance in the university environment. This is especially true of the classroom. Inappropriate classroom behavior will impact your grade and could result in being dropped from the class.

Course Schedule

Section One, Required Readings:
Intro to Sociology
Chapter 1 – History and Introduction
Chapter 2 – Sociological Imagination
Chapter 5 – Culture
Chapter 7 – Society and Groups
Chapter 6 – Socialization

Recommended Readings:
Invitation to Sociology
Chapter 1 – Sociology as an Individual Pastime
Chapter 2 – Sociology as a Form of Consciousness
Chapter 3 – Excursus: Alternation and Biography (Or How to Acquire a Prefabricated Past)

Exam I

Section Two, Required Readings:
Intro to Sociology
Chapter 3 - Social Theories
Chapter 4 - Scientific Sociology
Chapter 9 - Stratification
Chapter 11 - Race and Minority
Chapter 12 - Population

Recommended Readings:
Invitation to Sociology
Chapter 4 - Sociological Perspective – Man in Society
Chapter 5 - Sociological Perspective – Society in Man
Chapter 6 – Sociological Perspective – Society as Drama

Exam II

Section Three, Required Readings:
Intro to Sociology
Chapter 8 – Deviance and Crime
Chapter 13 - Family
Chapter 15 - Religion
Chapter 16 - Media
Chapter 19 - Collective Behavior
Recommended Readings:
Invitation to Sociology
Chapter 7 – Excursus: Sociological Machiavellianism and Ethics (Or How to Acquire Scruples and Keep on Cheating)
Chapter 8 – Sociology as a Humanistic Discipline

Exam III

Class Lectures: Lecture materials will parallel but will not duplicate readings from the text.

Sociology Program Assessment Syllabi Insert
Course: Sociology 137, Scalen

Program Learning Outcomes
The sociology program states the following items as program learning objectives (PLOs) for sociology majors.
The student will be able to identify, compare, and contrast sociological classical and contemporary theories.

PLOs
1. The student will be able to identify, compare, and contrast sociological classical and contemporary theories.
2. The student will be able to identify the principles of good social scientific research design. Such principles include validity, reliability, precision in measurement, and sampling methodology.
3. The student will possess sociological knowledge as evidenced by the identification of the major concepts involved with social stratification, demography, race and ethnic relations, deviance, and globalization.
4. The student will be able to apply sociological knowledge and skills to a variety of settings.
5. The student will recognize the implicit assumptions behind claims of knowledge about the social world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to draw conclusions from a set of premises.
6. The student will be able to read theoretical arguments and to identify their major strengths and weaknesses.
7. The student will be able to analyze a data set using statistical techniques and draw conclusions from the results.

This course addresses the following objectives:

<table>
<thead>
<tr>
<th>Program Learning Objective</th>
<th>Supported by Course Objective (Student Learning Outcome) #, or NA – Not applicable</th>
<th>Skill Level (Basic, Intermediate, Advanced)</th>
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</thead>
<tbody>
<tr>
<td>PLO 1</td>
<td>1, 5, 6, 7</td>
<td>B</td>
</tr>
<tr>
<td>PLO 2</td>
<td>8</td>
<td>B</td>
</tr>
<tr>
<td>PLO 3</td>
<td>3, 4</td>
<td>B</td>
</tr>
<tr>
<td>PLO 4</td>
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</tr>
<tr>
<td>PLO 5</td>
<td>3, 5, 7</td>
<td>B</td>
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<tr>
<td>PLO 6</td>
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<tr>
<td>PLO 7</td>
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Exemplary Educational Objectives (Core Courses Only)

The Higher Education Coordinating Board Requires Certain Exemplary Educational Objectives to be taught in core courses. Not all objectives are to be covered in every course.

EE01. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
EE03. To use and critique alternative explanatory systems or theories.
EE05. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
**EEO12.** To identify and understand differences and commonalities within diverse cultures.

*This course addresses the following of these exemplary educational objectives:*

<table>
<thead>
<tr>
<th>Exemplary Educational Objective</th>
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<tbody>
<tr>
<td>EEO1</td>
<td>1, 8</td>
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<tr>
<td>EEO3</td>
<td>6</td>
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<td>EEO5</td>
<td>4</td>
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<tr>
<td>EEO12</td>
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