

Stephen F. Austin State University  
Introduction to Sociology  
Sociology 137-006  
Fall 2016

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Student hours: Tuesday/Thursday 9am – 10:30am

Monday/Wednesday 1:30pm – 2:30pm

Class Location: Early Childhood Research Center 204

Class Time: Tuesday & Thursday 11 – 12:15pm

*Email me directly (not through D2L). I am unable to respond to emails from D2L.*

### **Course Description**

General examination of culture, socialization, roles, values, social inequalities, population, social institutions, and social change.

In this course, we will work toward understanding the social worlds in which we live. This is an introductory course. The goal is to introduce you to foundational knowledge and a wide variety of sociological topics; and to better understand how these apply to your everyday life. In short, this course is an exploration of ourselves as much as it is an exploration of sociology.

Importantly, the matters we will discuss in this course necessarily intersect with social structures, going concerns, and individuals. Moreover, conceptualizations of these are not static, but change over time, across cultures, and in relation to power. Thus, part of our interest will be in understanding the relativity the individual and society, dominant power structures, and how these affect everyday lives.

This course is designed to be accessible to non-sociology majors (although my goal is for you to be a sociology major/minor by the end of the semester!). I expect you to read the course materials in advance, participate in course discussions (individually and as a group), and contribute to the overall intellectual atmosphere of the class and university.

Remember: this is not my class, it is *our* class. Again, your success in this course largely depends upon preparation and participation. By this I am asking: do you read, show up for class, take notes, contribute to the intellectual atmosphere, submit assignments, and

prepare for the exams? I will provide you with the tools you need for success, but you must use them.

## **Assignments**

### *Exams*

There will be three exams. Questions will be drawn from course lectures, discussion, and readings. **(3 exams x 100 points = 300 points)**

#### *Makeup exams*

Make up exams are permitted with proper documentation and are to be scheduled with the instructor. You must contact the instructor and make up the exam within ONE WEEK after missing an exam or forfeit the opportunity to make it up.

### *Attendance and Participation (see [SFASU policy 6.7](#))*

Attendance and participation are required. If you are absent you will lose 3 points. If you are late you will lose 3 points. If you leave early you will lose 3 points. You are allowed 2 absences without penalty (no excuses required). After 3 absences you will begin losing points. **(3 points for each per class x 29 classes = 87 points).**

### *SAGrader Assignments*

SA Grader Assignments will be due for each chapter. The course schedule below should be used in conjunction with the due dates you have for [www.SAGrader.com](http://www.SAGrader.com). All SAGrader assignments open at 1am on the day we begin the chapter and close at 11pm on the due date listed in the course calendar. The due dates are also listed on [www.SAGrader.com](http://www.SAGrader.com) in the appropriate course section for your class. You may submit as many times as you would like before the due date to maximize your score. You will receive half (50%) credit if you turn an assignment in after the due date. Assignments submitted after the assignment expiration date (two weeks after the due date) will not receive credit. **(360 points)**

## **Text and Materials**

This course requires the *Writing About Sociology* and SAGrader™ Course Packet, Fall 2016.

Bah, Abdoulaye and John C. Pruitt. 2015. *Writing about Sociology: A Concise Introduction*. Veritacit: St. Louis, MO.

This packet includes both the printed text for the course and a subscription to the SAGrader online service for grading essays. There should be a scratch-off card in the sealed book with your access code. **Do not lose it!!** You will need to use the access

code included in this packet when you log on to the SAGrader service. This service will give you quick and detailed feedback on your writing assignments, and will make it possible for you to resubmit the answer with changes to improve your score. All of the writing assignments are keyed to the course packet text and lecture notes. You will use this grading service extensively during this course for a wide range of assignments, including self-study exercises and your term paper.

### **Subscribing to SAGrader™**

To subscribe, go to [www.sagrader.com](http://www.sagrader.com) then select the “create a student account” on the right top of the screen just under the “email” box. The site explains registration step by step. You will be asked for some identifying information – You MUST use your University email address. **Your UserName is your SFA email (everything before the @)** **Your Student ID is your Student Number.** After filling out the form, check your email to get your login information. After signing in, choose to "Enroll in a new course using an enrollment code." The enrollment code is on the scratch-off card in your packet. It is VERY IMPORTANT you enter and the CORRECT SECTION on the enrollment form. You should sign up for SOC137 – Introduction to Sociology - Section 4- Pruitt (Fall 2016) at Stephen F. Austin State University. Once signed up, you will be able to submit an unlimited number of assignments for this course during this academic term. If you have any problems subscribing, email [support@ideaworks.com](mailto:support@ideaworks.com) or call (573) 445-4554 between 9AM and 5PM Central Time, Monday through Friday.

### **A Note on SAGrader™ Challenges**

Your challenges in which you point out some element the program missed are very helpful to us as we try to make sure the program grades fairly. The TAs and I read them and sometimes override the program, or explain why it was correct. In addition, a programmer uses the challenges to modify the program so it grades more fairly. We are finding that in most cases, the best way to address a valid challenge is to revise the program. Once revised the program re-grades not only your essay, but every essay submitted by any students. This almost always corrects the problem you challenged and often improves both your grade and the grades of other students where the program missed the same thing. So, don't be surprised if we don't respond directly to you immediately about a challenge. It usually takes a day or two for us to review them and revise the program. If program revisions don't raise your grade, we will then try to come back and address your challenge individually. Challenges are only effective if they are clear. Challenges MUST state what you think you got right and why. Usually this involves stating the concept or definition you believe you correctly stated and pasting in your statement. Challenges that are too vague (e.g., “I should have gotten more points.”) will be returned to you with a request for more information and will only slow the process down. The purpose of challenges is not to guarantee that you got a perfect score, but to guarantee that you get a fair score. We can't promise every challenge will be read and addressed by a TA or instructor before the deadline. You should expect it to take 48 HOURS before we can answer challenges. We will use the challenges to revise the program to avoid unfairly missing a correct answer. First we will use them to

change the program and then if the grade is still missing something important we will adjust your score manually. Those adjustments may not come before the deadline however. So, if you think you might have some things wrong about your answer try to fix them yourself before the deadline.

### Grading Policy

Attendance and Participation	87 (11%)
Exam #1	100 (13%)
Exam #2	100 (13%)
Exam #3	100 (13%)
<u>SA Grader</u>	<u>360 (50%)</u>
Total	747 points

**Course Calendar** (This is a plan, not a promise. It can change at the instructor's discretion.)

Date	Reading	SAGrader Assignment	Core Objectives
08/30	Course Introduction	All SAGrader Assignments open at 1am on the first day of that specific chapter's lecture and close at 11pm on the due date. Due dates are also listed on <a href="http://www.sagrader.com">www.sagrader.com</a>	Critical Thinking (CT) Communication (C) Empirical/Quantitative (EQS) Social Responsibility (SR)
09/01	Chapter 1: The Sociological Perspective		
09/02		Chapter 1 Describe Karl Marx and Emile Durkheim (20 points) Chapter 1 Describe W.E.B. Du Bois (10 points)	C
09/06	Chapter 1: The Sociological Perspective		
09/07		Chapter 1 Describe Structural-Functional Theory and Dramaturgical Theory (20 points)	C
09/08	Chapter 1: The Sociological Perspective		

09/11		Chapter 1 Snyder (1977) Research Project Summary (30 points) Chapter 1 Three Common Types of Samples (20 points)	CT, C
09/13	Chapter 2: Culture		
09/16		Chapter 2 Culture (Violate a Norm) (10 points)	C, SR
09/15	Chapter 2: Culture		
09/20	Chapter 3: Socialization		
09/21		Chapter 3 Detailed Discussion of Mead's Stages of Socialization (15 points)	CT, C
09/22	Chapter 3: Socialization		
09/25		Chapter 3 Interpreting Socialization Types and Agents (35 points)	CT, C
09/27	<b>Exam #1</b>	<b>Exam #1</b>	<b>Exam #1</b>
09/29	Chapter 4: Social Structure and Social Interaction		
10/02		Chapter 4 Shooting an Elephant - A Role Theory Interpretation and Role Issues (25 points)	CT, C, EQS, SR
10/04	Chapter 4: Social Structure and Social Interaction		
10/06	Chapter 4: Social Structure and Social Interaction		
10/09		Chapter 4 Shooting an Elephant – A Dramaturgical Perspective (25 points)	CT, C, EQS, SR
10/11	Chapter 5: Social Groups and Formal Organizations		
10/12		Chapter 5 Interpreting Examples of Group Dynamics (15 points)	CT, C, EQS, SR
10/13	Chapter 5: Social Groups and Formal Organizations		

10/18	Chapter 5: Social Groups and Formal Organizations		
10/19		Chapter 5 Types of Groups Illustrated in "A Day in the Life" (35 points)	CT, C, EQS, SR
10/20	Chapter 6: Social Control and Deviance		
10/25	Chapter 6: Social Control and Deviance		
10/27	Chapter 6: Social Control and Deviance		
11/01	Chapter 6: Social Control and Deviance	Chapter 6 Deviance (Interpret a Source: Warren) (50 points)	CT, C, EQS, SR
11/03	<b>Exam #2</b>	<b>Exam #2</b>	<b>Exam #2</b>
11/8	Chapter 7: Social Stratification		
11/10	Chapter 7: Social Stratification		
11/15	Chapter 7: Social Stratification		
11/16		Chapter 7 Stratification (Social Mobility Essay) (50 points)	CT, C, SR
11/17	Chapter 8: Race and Ethnicity		
11/22	Chapter 8: Race and Ethnicity		
11/24	Thanksgiving Holiday - No class	No Class - Thanksgiving	
11/29	Chapter 8: Race and Ethnicity		
12/01	Chapter 9: Sex and Gender		
12/06	Chapter 9: Sex and Gender		
12/08	Chapter 9: Sex and Gender		
12/15	<b>Final Exam</b>	<b>10:30-12:30</b>	<b>Final Exam</b>

## General Education Core Curriculum

This course has been selected to be part of Stephen F. Austin State University's core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or e-mail [SFALiveText@sfasu.edu](mailto:SFALiveText@sfasu.edu).

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to LiveText this semester, and the date the assignment(s) should be uploaded to LiveText. Not every assignment will be submitted to LiveText every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in LiveText this semester.

Core Objective	Definition	Course Assignment Title	Date Due in LiveText
Critical Thinking Skills (CT)	To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.	No assignment collected during summer	
Communication Skills (C)	To include effective development, interpretation and expression of ideas through written, oral, and visual communication.	No assignment collected during summer	
Empirical and Quantitative Skills (EQS)	To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.	No assignment collected during summer	
Social Responsibility (SR)	To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	No assignment collected during summer	

## Core Curriculum Objectives

SOC 137 satisfies the university core curriculum requirement for three semester hours in the social and behavioral sciences. It supports four core curriculum learning objectives:

1. Critical Thinking Skills (CT) including creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Communication Skills (C) including effective development, interpretation and expression of ideas through written, oral and visual communication
3. Empirical and Quantitative Skills (EQ) including the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. Social Responsibility (SR) including intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

## Program Learning Outcomes

SOC 137 is a required course in the Sociology Program for majors and minors. It supports the following program learning outcomes:

**PLO1** The students will be able to identify, compare, and contrast sociological classical and contemporary theories.

**PLO2** 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.

**PLO3** 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.

**PLO4** The student will be able to apply sociological knowledge and skills to a variety of settings.

**PLO5** 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.

**PLO6** The student will be able to read theoretical arguments and to identify their major strengths and weaknesses.

**PLO7** The student will be able to analyze a data set using statistical techniques and draw conclusions from the results.

PLOs	Supported course objective SLO # or NA (not applicable)	Skill level Basic, Intermediate, Advanced
PLO1	1, 5	Basic
PLO2	2, 7	Basic
PLO3	3, 4	Basic
PLO4	4, 6	Basic
PLO5	3, 6, 9	Basic
PLO6	1, 5, 7	Basic
PLO7	8, 5, 6	N/A

### **Student Learning Outcomes (SLO)**

Upon completion of this course, students should be able to do the following things at a basic level:

1. Identify, compare, and contrast sociological classical and contemporary theories.
2. Identify the principles of good social scientific research design. Such principles include validity, reliability, and sampling methodology.
3. Identify the major concepts involved with social stratification, race and ethnic relations, deviance, gender, and institutions.
4. Apply sociological knowledge and skills to everyday life.
5. Recognize the implicit assumptions behind claims of knowledge about the social world, evaluate and distinguish between strong and weak arguments, and draw conclusions from a set of premises.
6. Demonstrate critical thinking skills including inquiry, and analysis, evaluation and synthesis of information.
7. Demonstrate communication skills including effective development, interpretation and expression of ideas through written communication and effective interpretation of oral and visual communication.
8. Demonstrate empirical and quantitative skills including the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
9. Demonstrate social responsibility through awareness of cultural similarities and differences, understanding of civic responsibility, and knowledge of social issues necessary to effectively participate in regional, national, and global communities.

### **Academic Integrity (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 Semester Grades 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.

### **Students with Disabilities**

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/>.

### **Stephen F. Austin State University Non-Discrimination Statement**

Stephen F. Austin State University strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful discrimination on the basis of race, color, religion, national origin, sex, age, disability, genetic information, citizenship and veteran status. Unlawful discrimination based on sex includes discrimination defined as sexual harassment. Additionally, Stephen F. Austin

State University prohibits discrimination on the basis of sexual orientation, gender identity, and gender expression.

The Discrimination Complaints policy ([2.11](#)) and the Sexual Misconduct policy ([2.13](#)) outline the university's commitment and details the procedures used to investigate complaints.

It is the responsibility of the university president to ensure that SFA and all its constituencies comply with the provisions of this policy and with all federal and state laws, executive orders and regulations regarding non-discrimination.

Discrimination complaints and/or questions concerning university discrimination complaint procedures may be directed to the following designated officials:

**Employment Discrimination Issues**

Director of Human Resources ([e-mail](#))  
Austin Building, Suite 201  
P.O. Box 13039, Nacogdoches, TX 75962-3039  
(936) 468-2304

**Title IX Discrimination Issues, including Sexual Harassment**

Title IX Coordinator ([e-mail](#))  
Rusk Building, Room 301  
P.O. Box 13074, Nacogdoches, TX 75962-3074  
(936) 468-8292

Detailed contact information for the Deputy Title IX Coordinators for Employees, Students, Third-Parties and Athletics can be found at the [Lumberjacks Care](#) webpage on the [Title IX Coordinators](#) link.

**Student Disability Discrimination Issues**

Americans with Disabilities Act Compliance Officer/Director of Disability Services ([e-mail](#))  
Human Services Building, Room 325  
P.O. Box 6130, Nacogdoches, TX 75962-6130  
(936) 468-3004

**Options Outside the University**

Students may file complaints under Title IX with the Office for Civil Rights, U.S. Department of Education. Faculty and staff members may file complaints under Title IX with the Office for Civil Rights, U.S. Department of Education in certain circumstances, or under Title VII of the Civil Rights Act of 1964, with the U.S. Equal Employment Opportunity Commission.