Stephen F. Austin State University
Introduction to Sociology
Sociology 1301-506
Fall 2020 (8 weeks)
August 24 – October 14

Dr. John C. Pruitt, Ph.D.
Department of Anthropology, Geography, and Sociology
Email: pruitjc@sfasu.edu
Office: Liberal and Arts North Building (LAN) 332
Office Phone: 936-468-3496
Class Time & Location: Online (asynchronous)
Virtual Student office hours: (Zoom link provided through D2L newsfeed)
   Tuesday/Thursday 10:30am-12pm
   Monday/Wednesday 11am – 12pm
   Or by appointment

SI with Abbey Adams (study sessions): TBA

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are uncomfortable in doing so. This will enable them to provide any resources that they may possess.

Cheat code for this course: Read the book, watch the lectures, take notes, complete the assignments on time, and study for the exams (exams are challenging!). Repeat.

This course requires the SAGrader™ course packet for Summer 2020 available at https://www.sagrader.com. It includes the online version of the textbook Writing About Sociology.

Course Description

SOC 137: 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.

**Course Requirements/Assignments**

**Exams**
There will be three exams (09/07, 09/25, 10/14). Questions will be drawn from course lectures, discussion, and readings. Exams will consist of 50 multiple choice questions. You will have 75 minutes to complete each exam. There is no final cumulative exam. **(3 exams x 100 points = 300 points)**

*Makeup exams*
Make up exams are permitted with proper documentation.

**Bonus Points**
You will receive 18 bonus points because I’m nice. These points will be added to your point total. You do not have to do anything to receive these points. Do not ask me to round or bump up your grade.

**SAGrader Assignments**
SAGrader 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. All SAGrader assignments open at 12am 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 in the appropriate course section for your class and this syllabus. 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. **(215 points)**
Text and Materials

This course requires SAGrader™ course packet for Summer 2020 available at https://www.sagrader.com. It includes the online version of the textbook Writing About Sociology


This is a subscription to the SA Grader online service for grading essays and includes the course textbook. 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 textbook and modules (which include lecture notes). You will use this grading service extensively during this course for a wide range of assignments.

Subscribing to SAGrader™

To subscribe, go to 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, please note It is VERY IMPORTANT you enter the CORRECT SECTION on the enrollment form. You should sign up for SOC 1301 – SOC 1301 16 weeks at Stephen F. Austin State University. You will need a credit card or PayPal to pay for the subscription. 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 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. I can’t promise every challenge will be
read and addressed before the deadline. You should expect it to take 48 HOURS before
I can answer challenges. I will use the challenges to revise the program to avoid unfairly
missing a correct answer. First, I will use them to change the program and then if the
grade is still missing something important I 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.

Zoom Lectures
Lectures will be made available through D2L using Zoom. These will be asynchronous
(prerecorded). If you have any questions join me for student hours or email me. I’m
here to help.

Grading Policy and Scale

| Exam #1 (09/07) | 100 (19%) | A = 463.5 points |
| Exam #2 (09/25) | 100 (19%) | B = 412 |
| Exam #3 (10/14) | 100 (19%) | C = 360.5 |
| SAGrader Assignments | 215 (42%) | D = 309 |

---

Total 515 points

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>SAGrader Assignment</th>
<th>Core Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/24</td>
<td>Course Introduction</td>
<td>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></td>
<td>Critical Thinking (CT) Empirical/Quantitative (EQS) Social Responsibility (SR)</td>
</tr>
<tr>
<td></td>
<td>Chapter 1: The Sociological Perspective</td>
<td>Chapter 1 Describe W.E.B. Du Bois (10 points) DUE: 09/06</td>
<td>CT, C, EQS</td>
</tr>
<tr>
<td></td>
<td>Chapter 2: Culture</td>
<td></td>
<td>C, SR</td>
</tr>
<tr>
<td>Chapter 3: Socialization</td>
<td>Interpreting Socialization Types and Agents (35 points)</td>
<td>CT, C</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>09/07 Exam #1</td>
<td>Exam #1</td>
<td>Exam #1</td>
<td></td>
</tr>
<tr>
<td>09/09 Chapter 4: Social Structure and Social Interaction</td>
<td>Shooting an Elephant – A Dramaturgical Perspective (25 points)</td>
<td>CT, C, EQS, SR</td>
<td></td>
</tr>
<tr>
<td>Chapter 5: Social Groups and Formal Organizations</td>
<td>Interpreting Examples of Group Dynamics (15 points)</td>
<td>CT, C, ESQ, SR</td>
<td></td>
</tr>
<tr>
<td>Chapter 6: Social Control and Deviance</td>
<td>Deviance: Interpret a Source: Warren (50 points)</td>
<td>CT, C, EQS, SR</td>
<td></td>
</tr>
<tr>
<td>09/25 Exam #2</td>
<td>Exam #2</td>
<td>Exam #2</td>
<td></td>
</tr>
<tr>
<td>09/28 Chapter 7: Social Stratification</td>
<td>Stratification: Social Mobility Essay (50 points)</td>
<td>CT, C, SR</td>
<td></td>
</tr>
<tr>
<td>Chapter 8: Race and Ethnicity</td>
<td>Prejudice and Discrimination (10 points)</td>
<td>CT, C, SR</td>
<td></td>
</tr>
<tr>
<td>Chapter 9: Sex and Gender</td>
<td>Male Gaze (10 points) Male Privilege (10 points)</td>
<td>CT, C, SR</td>
<td></td>
</tr>
<tr>
<td>10/14 Exam #3</td>
<td>Exam #3</td>
<td>Exam #3</td>
<td></td>
</tr>
<tr>
<td>10/14</td>
<td>Indigenous People’s Day</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All SAGrader assignments must be complete by 10/13@ 11pm

---

**General Education Core Curriculum**

Introduction to Sociology is a general education core curriculum course and fulfills the Empirical and Quantitative Skills general education core curriculum requirement. Another, “shell” course has been created to collect student artifacts to meet this state requirement. You will see this course on your D2L list. During this semester, you will receive an assignment that fulfills both the requirements of this course and the needs of Stephen F. Austin State University’s Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board.
When you complete this one assignment, you need to upload the assignment to both the Introduction to Sociology dropbox and Empirical and Quantitative Skills dropbox.

Please note that this only applies to the specific assignment listed in the matrix below. All other assignments should be submitted according to regular class operations.

If you have any questions, please see your instructor or contact the University Assessment Specialist at (936) 468-1267 or jstringfield@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 the D2L Empirical and Quantitative Skills dropbox this semester, and the date the assignment(s) should be uploaded to the D2L Empirical and Quantitative Skills dropbox. Not every assignment will be submitted for core assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in the D2L Empirical and Quantitative Skills dropbox.

Include only the core objectives taught in this course and indicate which objectives are being formally assessed in this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in D2L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 (EQS) 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.

<table>
<thead>
<tr>
<th>PLOs</th>
<th>Supported course objective SLO # or NA (not applicable)</th>
<th>Skill level</th>
<th>Basic, Intermediate, Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO1</td>
<td>1, 5</td>
<td>Basic</td>
<td></td>
</tr>
<tr>
<td>PLO2</td>
<td>2, 7</td>
<td>Basic</td>
<td></td>
</tr>
</tbody>
</table>
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

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](mailto:))  
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](mailto:))  
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](mailto:))  
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.