Introduction to Sociology
Class Location: T. E. Ferguson 479
T/R 2 to 3:15 PM

Professor: Roslyn Fraser, Ph.D.
Office: Liberal Arts North 353
Office Hours: M/W 1-3:30 PM and by appointment, in office or via Zoom
Contact: rolyn.fraser@sfasu.edu
Office phone: 936-468-1034
Main office: 936-468-4405

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

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.

Course Contact Hours and Study Hours
This course meets face to face with direct instruction and faculty-student interaction for 75 minutes, two times a week, for the full semester. Students are expected to study outside of class meetings for approximately six hours per week.

Student-instructor interaction
The best way to contact me is through email (roslyn.fraser@sfasu.edu). I check email every day during the week and often on the weekends. I typically do not respond to email after 8 PM; if you email in the middle of the night, please look for my response the following day. Please indicate which course you are in when you email me.

The best way to refer to your professor in email or in person is as “Professor Fraser” or “Dr. Fraser.” Hint: If you cannot remember an instructor's name, it is typically okay to call them “professor.”

Required books and materials
- Other materials may be provided by your professor during the semester.
General Education Core Curriculum
The Texas Higher Education Coordinating Board has identified six core learning objectives: 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.

By enrolling in Introduction to Sociology you are also enrolling in a Core Curriculum Course that fulfills the critical thinking, communication, empirical skills, and social responsibility requirements.

Core Curriculum Objective Table
The table below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), (b) How the required core objectives will be addressed.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</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>Students are introduced to various theories that provide opportunities for inquiry, analysis, and evaluation of the social world through theoretical lenses.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation, and expression of ideas through written, oral, and visual communication.</td>
<td>Students will complete an essay on a topic related to social inequality. Written communication skills will be sharpened through instructor feedback and the opportunity to revise essays.</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>Students will complete one exercise that requires them to locate, describe, and analyze population data relevant to the study of sociology.</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>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions, and consequences to ethical decision-making.</td>
<td>--</td>
</tr>
</tbody>
</table>
Social Responsibility
To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
This is the crux of the discipline of sociology. Throughout the semester, students will be challenged to see themselves as part of the fabric of the social world and as someone whose behavior is implicated in its creation, maintenance, and consequences for others.

Course requirements:
Below is a description of the main activities for this course. They include (1) assigned readings, (2) attendance quizzes, (3) a quantitative exercise, (4) one essay, (5) one midterm, and (6) one final exam.

It is imperative that you keep up with readings and weekly lectures. Students who attempt to "catch up" later in the semester have a difficult time passing the course.

1. **Reading assignments and other materials.** Readings for the course are listed in the schedule below. Students should complete as much of the readings as possible before coming to class. I recommend completing the assigned chapters over the weekend and on Mondays so that you have completed the readings for the week early enough to participate and ask questions throughout the week.

2. **Attendance quizzes.** Students will take five in-class quizzes throughout the semester for the purpose of gauging attendance and comprehension. These quizzes may cover basics from the readings, films, or lecture. Alternatively, they may include “fun” questions that provoke either deep thoughts or eyerolls.

3. **Quantitative exercise.** There will be one take-home assignment where students will have the opportunity to locate (online), compile, and analyze population level data. Details on this assignment will be shared in class and on D2L.

4. **Essay.** Students will compose one essay on a type of social inequality (see chapters 11-16 in Macionis). Essays should be 900-1,100 words and are your opportunity to demonstrate that you have completed the readings and have engaged in thoughtful consideration of the facts and themes contained within. This essay does not need a title page. It should be single spaced, 12-point font, 1-inch margins, with a reference list and in-text citations. Students should practice using ASA or APA style for citations in text and for the reference list. This assignment will include an opportunity for revision in order to improve your grade.

5. **Midterm exam.** There will be one midterm exam this semester. The format will be a combination of closed choice and essay questions. You will complete this exam in class.
6. **Final exam.** There will be one final exam this semester. The format will be a combination of closed choice and essay questions. You will take the exam during our designated time according to the SFA final exam schedule.

**Posting of Grades:**
- All student grades will be posted using the D2L grade book and students should monitor their grade status through this tool.
- Students should always refer to the syllabus for total points and points possible.
- Grades will usually be posted within 7-10 days of due dates. Some assignments, like essays, could require more time to read through and give individualized feedback.

**Assignments and their point totals:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm exam</td>
<td>100</td>
</tr>
<tr>
<td>Final exam</td>
<td>100</td>
</tr>
<tr>
<td>Essay</td>
<td>100</td>
</tr>
<tr>
<td>Quantitative exercise</td>
<td>50</td>
</tr>
<tr>
<td>Attendance quizzes</td>
<td>50</td>
</tr>
<tr>
<td>5 @ 10 points each</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>
**COURSE SCHEDULE**
Numbered chapters are from the book *Sociology, 18th edition* by John Macionis. Items under “complete” that are in **bold typeface** are a deliverable you will turn in for points.

<table>
<thead>
<tr>
<th>Week 1.</th>
<th>January 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics</td>
<td>Read</td>
</tr>
<tr>
<td>Course orientation</td>
<td>Syllabus</td>
</tr>
<tr>
<td>The Sociological Perspective</td>
<td>Chapter 1 of the Macionis book.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2.</th>
<th>January 22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics</td>
<td>Read</td>
</tr>
<tr>
<td>Investigating the Social World</td>
<td>Chapter 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3.</th>
<th>January 29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics</td>
<td>Read</td>
</tr>
<tr>
<td>What is Society?</td>
<td>Chapter 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4.</th>
<th>February 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics</td>
<td>Read</td>
</tr>
<tr>
<td>Culture and Socialization</td>
<td>Chapters 3 and 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5.</th>
<th>February 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics</td>
<td>Read</td>
</tr>
<tr>
<td>Interaction, everyday life, and media</td>
<td>Chapters 6 and 7</td>
</tr>
</tbody>
</table>
### Week 6. February 19

<table>
<thead>
<tr>
<th>Topics</th>
<th>Read</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crime and deviance</td>
<td>Chapter 10</td>
<td><strong>Quantitative exercise.</strong> This is an assignment you will work on independently and submit for points.</td>
</tr>
</tbody>
</table>

**Topics:**
- Crime and deviance

**Read:**
- Chapter 10

**Complete:**
- Quantitative exercise

### Week 7. February 26

<table>
<thead>
<tr>
<th>Topics</th>
<th>Read</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class and stratification</td>
<td>Chapters 11 and 12</td>
<td>Take notes on the readings and in-class discussions. Begin to study for the midterm exam.</td>
</tr>
</tbody>
</table>

**Topics:**
- Class and stratification

**Read:**
- Chapters 11 and 12

**Complete:**
- Take notes
- Begin study for midterm exam

### Week 8. March 4

<table>
<thead>
<tr>
<th>Topics</th>
<th>Read</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexuality</td>
<td>Chapter 9</td>
<td>Take notes on the reading and in class. Continue to study for the exam. Bring any questions you have to class. Midterm exam - over weeks 1-8 only.</td>
</tr>
</tbody>
</table>

**Topics:**
- Sexuality

**Read:**
- Chapter 9

**Complete:**
- Take notes
- Midterm exam

### March 10-16 SPRING BREAK NO CLASSES

### Week 9. March 18

<table>
<thead>
<tr>
<th>Topics</th>
<th>Read</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Globalization, urbanization, and the environment</td>
<td>Chapters 13 and 23 Film: China Blue</td>
<td>Watch the film. Study your notes over the readings and lectures. Start to consider your essay topic.</td>
</tr>
</tbody>
</table>

**Topics:**
- Globalization, urbanization, and the environment

**Read:**
- Chapters 13 and 23

**Complete:**
- Watch film
- Study notes
- Consider essay topic

### Week 10. March 25 **No classes on Thursday, March 28th**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Read</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race and Gender</td>
<td>Chapters 14 and 15</td>
<td>Begin drafting your essay. Bring any questions you have about the readings, lectures, or the essay to class.</td>
</tr>
</tbody>
</table>

**Topics:**
- Race and Gender

**Read:**
- Chapters 14 and 15

**Complete:**
- Begin drafting essay
- Bring any questions to class

### Week 11. April 1

<table>
<thead>
<tr>
<th>Topics</th>
<th>Read</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Institutions, part 1</td>
<td>Chapters 17 and 18</td>
<td><strong>Essay due on Monday, April 1st</strong></td>
</tr>
</tbody>
</table>

**Topics:**
- Social Institutions, part 1

**Read:**
- Chapters 17 and 18

**Complete:**
- Essay due
### Week 12. April 8

<table>
<thead>
<tr>
<th>Topics</th>
<th>Read</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Institutions, part 2</td>
<td>Chapters 19 and 20</td>
<td>Take notes over the readings and continue to study your lecture notes. If you receive feedback on your essay and would like to re-submit for a higher score, work on your revisions.</td>
</tr>
</tbody>
</table>

### Week 13. April 15

<table>
<thead>
<tr>
<th>Topics</th>
<th>Read</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Institutions, part 3</td>
<td>Chapters 21 and 22</td>
<td>As you read, think about the social institutions we have discussed in this course. How are they different? What do they have in common? Begin to review and study for the final exam.</td>
</tr>
</tbody>
</table>

### Week 14. April 22

<table>
<thead>
<tr>
<th>Topics</th>
<th>Read</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Now what? Social Change</td>
<td>Chapter 24</td>
<td>Submit your revised essay by April 26. Continue to take notes on the readings and lectures. Focus on the ways that societies change over time. What role do individuals play in this change? Study for the final exam. Bring any questions you have to class.</td>
</tr>
</tbody>
</table>

### Week 15. April 29

<table>
<thead>
<tr>
<th>Topics</th>
<th>Read</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social change (continued)</td>
<td>Chapter 25</td>
<td>Read chapter 25. Attend review. Study for final exam.</td>
</tr>
</tbody>
</table>

### Week 16. May 6

<table>
<thead>
<tr>
<th>Topics</th>
<th>Read</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam Week</td>
<td>No new readings. Final Exam will cover weeks 9 to 15 only.</td>
<td>Final exam on Tuesday, May 7th.</td>
</tr>
</tbody>
</table>

### COURSE RULES

**Dr. Fraser’s standards for make-up and late assignments**

You are responsible for managing your time to make sure you complete all assignments on time. There are no make-ups for attendance quizzes. In the event that a student experiences a documented illness, injury, or other emergency that causes them to miss a quiz or exam, the student should contact the instructor right away to make alternate arrangements.
A student may only make up the final exam if there is illness, injury, or another documented excuse. If a student misses the final exam due to illness, injury, or something out of their control they must 1. Provide documentation (doctor's note, police report, etc.), 2. Notify Dr. Fraser as soon as possible of intent to take the exam, and 3. Prepare to take the make-up exam within 1 week of the missed final. Students who miss the final exam with no excused absence will receive a zero. If the student foresees that s/he will be unable to complete the course, then s/he should drop the course or accept the posted grade. In summary: If you are going to miss the final exam due to circumstances out of your control, I can best accommodate you if you contact me as soon as possible.

**Dr. Fraser’s plagiarism guidelines**

Unless I specifically tell you otherwise, please be aware that plagiarism, collaboration, and AI use on an assignment (essays, quizzes, exams, etc.) are a violation of academic integrity. If any assignment in this course is found to be plagiarized, copied, or AI generated, I must report the violation to Student Conduct. The Office of Student Conduct will determine whether your professor can work with you or whether you must undergo a formal hearing regarding the violation. Consequences can range from a zero on the assignment, to suspension, or even separation from the institution. Please consult the Handbook of Student Conduct and Academic Integrity for details about university-wide policies regarding integrity and academic honesty because these always apply and may override Dr. Fraser’s course guidelines.

**Classroom expectations**

Be constructive, not destructive, when it comes to your interactions with others.

**UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

**Academic Integrity**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.
Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Class Attendance/Participation
Institution Absences (HOP 04-110)

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Withheld Grades Semester Grades Policy (5.5)
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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities
*Please copy the following statement and paste it into your course syllabus.*
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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:

The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• johCrisis Text Line: Text HELLO to 741-741

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