Course Description

In-depth study of the basic concepts of sociology. Specific attention is given to culture characteristics, societal changes, inequalities in social classes, and how they relate to different groups in society.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Analyze the ideas of sociological theorists in terms of their historical, economic, and social contexts.
2. Analyze the relationship between one’s beliefs and one’s group memberships.
3. Interpret the transmission of cultures through socialization.
4. Evaluate patterns of behavior through sociological skills and theory.
6. Explain how social structure shapes an individual’s life chances.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Study Guide**: Each unit contains a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. **Learning Outcomes**: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. **Unit Lesson**: Each unit contains a Unit Lesson, which discusses lesson material.
4. **Reading Assignments**: Each unit contains Reading Assignments from one or more chapters from the textbook.
5. **Suggested Reading**: Suggested Readings are listed in each unit’s study guide. Students are encouraged to read the resources listed if the opportunity arises, but they will not be tested on their knowledge of the Suggested Readings.
6. **Learning Activities (Non-Graded)**: These non-graded Learning Activities are provided to aid students in their course of study.
7. **Discussion Boards**: Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
8. **Unit Assignments**: Students are required to submit for grading Unit Assignments in Units I-VIII. Units II and IV have two assignments. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.
9. **Ask the Professor**: This communication forum provides you with an opportunity to ask your professor general or course content related questions.
10. **Student Break Room**: This communication forum allows for casual conversation with your classmates.
CSU Online Library

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

Unit Assignments

Unit I Scholarly Activity

Sociologists study social phenomena that are relevant to them in terms of the social climate in which they live. Today’s climate involves:

- the aftermath of a war in Iraq that left Iraq ripe for Isis militants,
- a radical Sunni group determined to return Iraq to pre-war Sunni control,
- a struggling economic recovery from a deep recession at home,
- the crashing auto and housing industries resulting in huge unemployment and mass foreclosures, and
- a schism between political parties so wide that nothing is being accomplished as each party works diligently to stop the other party from passing legislation.

With all of this upheaval, it is not surprising that many sociologists are now researching and writing about terrorists, economic upheaval, and the loss of identity due to the loss of jobs.

During all of this turmoil, the first African American was elected President of the United States. Many changes have taken place since President Obama’s election and reelection to the White House. Few of these changes have been debated as much as the Affordable Care Act (ACA).

For this assignment, you will use your sociological imagination to ferret out some of the issues behind this debate.

- Go to the government healthcare website and find three facts about the ACA. List and describe each fact.
- Using your understanding of theory and the chart on page 17 of your textbook, explain how a functionalist, conflict theorist, and interactionist would explain the Affordable Care Act. Be sure to discuss the ACA in terms of each perspective’s view of the individual, social order, and social change.
  - Do not debate the ACA itself. Rather, use these perspectives to understand how a sociologist studies the Act.
- In a sentence or two, describe your personal beliefs about the ACA.
- Use sociological imagination to explain how you developed your beliefs concerning the Act. Include a discussion of a minimum of two of the following: race, class, gender, religious and political affiliations, and how being part of these groups affects your thoughts on the Act.
- Finally, using the materials in Chapter 2, how might you study people’s beliefs about the ACA? Describe the steps you would follow in the research process to answer this question. Be sure to describe your study, the method, and a few specific questions you would ask.

Your response must be at least two pages in length, using the Times New Roman, 12-pt. font. Each part of the question should be completely answered in its own section. It is required that the sections use the following headings: Facts, Applying the Perspectives, Personal Beliefs, Sociological Imagination, and Research Process. Be sure you use in-text citations as well as an appropriate references page at the end, according to APA style.
If you wish for further guidance concerning citations—or just want to learn more about them—the Success Center has created a Citation Guide that will help you with different types of citations and what they involve. The Guide also provides a Sample Essay and a Sample Research Paper that show how the citation guidelines should be applied.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit II Scholarly Activity**

This unit asks you to think about your own culture in terms of norms, values, beliefs, and behaviors. The unit also asks you to think about those agents of socialization most closely related to various aspects of culture. For this assignment, you are asked to think about the same issues as they apply to another culture.

Choose a culture you know nothing about. Go online to research this group and answer the following questions about their culture and socialization.

1. In a paragraph, introduce the cultural group you researched online. Be sure to give the location of the group, why you chose the group, and what you hope to learn.
2. In one to two paragraphs, describe three interesting aspects about this culture. Choose something about their everyday life (folkway), something about their religion (value), and something about their biggest taboo (more).
3. Discuss the agents of socialization involved in the transmission of the three interesting aspects you chose.
4. Finally, how does each of these aspects affect the development of self for members of the group?

Be sure to think and write sociologically, using correct terminology and being objective. Your paper must be at least one page in length, double-spaced, using Times New Roman 12-pt. font. Use the indicated rubric to guide your work. Use appropriate APA in-text citations and provide a reference page.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit II Research Topic**

In Unit VIII, you will submit a research paper based on a topic of interest surrounding race and ethnicity, social change, or both. This Unit VIII research paper will be at least five pages in length and consist of information from at least four peer-reviewed, scholarly articles to be retrieved from the CSU Online Library.

This Unit II assignment is the first step towards completing your research paper. For this submission, you will need to find a topic of interest related to race and ethnicity, social change, or both. You may come up with a topic of your own, or choose from the list below:

- white privilege,
- hate crime,
- affirmative action,
- segregation,
- immigration,
- social movements, or
- relative deprivation.

Once you have chosen your topic, you will need to log into the CSU Online Library and search for one peer-reviewed scholarly article that discusses your topic of interest.

In a Word document, submit your topic of interest, tell how it relates to race and ethnicity or social change, and explain what you hope to learn from this topic. You will also provide a brief summary of the article.

Your research topic submission and article summary must be at least one page in length. Use APA format for in-text citations and references.

For helpful information concerning peer-reviewed articles and how to identify them, access the Peer-Reviewed Articles—The What, Why, and How recorded webinar presented by the CSU Success Center, which can be found at [http://columbiasouthern.adobeconnect.com/peer_reviewed_articles/](http://columbiasouthern.adobeconnect.com/peer_reviewed_articles/)

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit III Scholarly Activity

In Chapter 4 of the textbook, you were introduced to the concepts of “presentation of self” and “impression management.” For your assignment in this unit, you will study your digital footprint using both the micro theories of self, found in Goffman’s concepts, and the concepts found in Chapter 5.

Start by doing some research on your digital footprint. Review various websites of interest that can assist you in your assignment. One example is the Internet Society website (hint: look under the section What We Do, then Internet Technology Matters, then Privacy and Identity—listed on the left side of the screen). Then complete the assignment below:

1. Discuss your social self, or how you introduce yourself in social situations, in your opening paragraph.
2. Google yourself. This search will give you several arenas for your digital footprint.
   a. Describe the various websites you find that you could use to learn about yourself (e.g., you might see your birth record link).
   b. Discuss who manages these sites and thus is involved in the management of your presentation of self
   c. To which statuses and groups do you belong? How do these affect your digital footprint?
   d. In what ways can aspects of your digital footprint impact personal or professional opportunities?
3. Next, open your Facebook, Twitter, LinkedIn, or other online networking site.
   a. In a few paragraphs, explain how you manage your self-presentation on these websites. Be sure to include information such as your statuses, roles, and identities that you present on the sites.
   b. Discuss why you chose to include those statuses, roles, and identities, but not others.
   c. Explain how social structure shapes what you reveal and what you hide about yourself.
   d. How does the way you are managing your self-presentation online impact your personal and professional opportunities?

NOTE: If you do not use the above-mentioned social media, interview someone who does and get their responses to questions 3a, 3b, 3c, and 3d.

Your final submission must be a minimum of two full pages. As always, use APA formatting with in-text citations and a proper references page. Ensure that you cite all sources used in your response.

Unit IV Scholarly Activity

One of the best ways to recognize the extent of a norm is to break it. In this assignment, you must break a norm. This breach must be done in a public forum. You will be writing an essay about your experiment, in which you must be sure to answer all of the questions listed in this assignment.

Begin by choosing which type of norm you want to break. You may break a norm that results in a negative sanction (for example, ridicule, or exclusion). On the other hand, you may also break a norm that results in a positive sanction (extra attention, thanks, etc.).

1. Is it a formal norm or an informal one?
2. What reactions by others do you expect?
3. If published, might these reactions affect your life chances?
4. How do you think you will feel after the reactions?

Break the norm. Once you have broken the norm, note the reactions of others.

1. What are the reactions of others?
2. How did the reactions affect you?
3. How do these reactions strengthen the norm?
4. What did you learn about yourself in the breaching of the norm?

NOTES:

1. Do NOT break a norm that has anything to do with your instructor or any CSU connection.
2. Do NOT break the law!
Your final submission should be at least one page in length. As always, use APA formatting. Pay special attention to the proper citation of Internet resources.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit IV Research Paper Outline**

For your Unit IV assignment, you will need to submit an outline of your research paper, including the following:

- the introduction and a brief outline of the body of the research paper,
- a brief annotated bibliography of at least three peer-reviewed, scholarly sources from the Online Library, plus the one you identified in Unit II (The information from these articles will form the basis for your research paper.), and
- a brief reflection on what you have learned so far and what you expect to learn as you work to finish your mini research paper.

Your research paper outline must be at least one page in length. In-text citations and references must be in APA style.

If you require guidance concerning how to create annotated bibliographies, click [here](#) to access a tutorial that will provide that information.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit V Scholarly Activity**

Family, marriage, education, and religion are areas that influence our lives daily. Write an essay answering the following questions. You must apply one of the following in some capacity—conflict, functionalist, or symbolic interactionist perspective:

- How has the institution of marriage changed over time? How could cohabitation and divorce influence this?
- When looking at the family unit, what changes have occurred in the structure of family? How is diversity a factor in current family makeup, as opposed to past family structure?
- How do education and religion affect both family and marriage?

Feel free to relate this to your own family structure.

Your assignment must be a minimum of two pages. Use APA style when providing in-text citations and references.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VI Scholarly Activity**

For this assignment, you will go to the CSU Online Library and use the Academic Search Complete database to research a topic related to human rights. In addition, once you pick your topic, you may want to do online research to find additional information; however, this is not required.

Here are some examples that that you can use:

- prisoner rights,
- death penalty,
- poverty,
- women’s rights, or
- LGBT rights.

Research your topic and discover the issues. Describe these in a few paragraphs, starting each new response with the question it addresses:

- Where is your topic most relevant in 2014?
- Who is most affected by the topic?
- Apply the sociological perspectives on stratification to explain how social class and stratification affect your topic.
- What are some projects in place that will address the problem (suggest one if none exist yet)?
Why did you choose your topic?
How has learning about the topic affected your ideas going into this assignment? Have any of your views changed since learning more about the topic?

You may also use your textbook to pick a different human rights-related topic, if you so choose.

Your response must be a minimum of two pages in length, answering the questions above. Use appropriate APA style and in-text citations and references.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VII Scholarly Activity

Sociologists research and write about current topics that are culturally, politically, socially, and economically important. One such subject is same-sex marriage.

For this assignment, you will research a few court cases. Your goal here is to study this subject as a scientist would. Therefore, it does not matter whether you agree with the ruling or not, you can still write objectively about it. Use the Internet to find court cases and news articles from mainstream news outlets to use for your references, along with the textbook.

Begin by looking up the Loving v. Virginia case. Next, list the states that allow same-sex marriage. What were some of the arguments the states used in their legalization? What were some of the legal arguments against same-sex marriage? (Note: When looking for information, please refrain from religious reasoning or personal opinions; remember, you are looking at this as a scientist.) Do you think that the Supreme Court's ruling on Loving v. Virginia changed much about American attitudes and practices? Does this case set precedent for same-sex marriage? How has this view changed over time? Do you see a shift in America’s view towards same-sex marriage? In what way is it changing?

Finally, briefly discuss how you feel about the subject. To what groups do you belong that help to shape your feelings about this issue? How do they help shape them?

Your assignment must be a minimum of two pages in length. As always, use APA formatting. Pay special attention to the proper citation of Internet resources.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VIII Research Paper

For this assignment, you will pull together the information from your Unit II and Unit IV assignments to use when writing your final research paper.

To begin, make sure you have the following:

- title page,
- your topic from Unit I,
- your outline from Unit IV,
- information from the four (or more) peer-reviewed, scholarly articles on your topic that you located in the CSU Online Library, as well as any other sources you have identified, and
- references for your sources.

Following your outline, write your final paper about your topic.

Your research paper must be at least five (5) pages, double-spaced, not including your title and reference pages. Use APA style writing for in-text citations and references. Should you have any questions, do not hesitate to ask your professor.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
APA Guidelines

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide in the myCSU Student Portal by clicking on the “Citation Resources” link in the “Learning Resources” area. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.
Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

- Discussion Boards (8 @ 2%) = 16%
- Scholarly Activities (7 @ 7%) = 49%
- Unit II Research Topic = 6%
- Unit IV Research Paper Outline = 8%
- Unit VIII Research Paper = 21%
- Total = 100%

Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
SOC 1010, Introduction to Sociology
Course Schedule

By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

<table>
<thead>
<tr>
<th>Unit I</th>
<th>The Science of Sociology</th>
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</table>
| **Review:** | □ Unit Study Guide  
□ **Learning Activities (Non Graded):** See Study Guide |
| **Read:** | □ **Chapter 1:** The Sociological Imagination  
□ **Chapter 2:** Sociological Research  
□ **Suggested Reading:** See Study Guide |
| **Discuss:** | □ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
□ **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| **Submit:** | □ **Scholarly Activity** by Tuesday, 11:59 p.m. (Central Time) |
| Notes/Goals: | |

<table>
<thead>
<tr>
<th>Unit II</th>
<th>Society: Content and Process</th>
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</table>
| **Review:** | □ Unit Study Guide  
□ **Learning Activities (Non Graded):** See Study Guide |
| **Read:** | □ **Chapter 3:** Culture  
□ **Chapter 4:** Socialization  
□ **Suggested Reading:** See Study Guide |
| **Discuss:** | □ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
□ **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| **Submit:** | □ **Scholarly Activity** by Tuesday, 11:59 p.m. (Central Time)  
□ **Research Topic** by Tuesday, 11:59 p.m. (Central Time) |
| Notes/Goals: | |
### Unit III: Social Structure: Macro Components

**Review:**
- Unit Study Guide
- **Learning Activities (Non Graded):** See Study Guide

**Read:**
- Chapter 5: Social Structure & Interaction
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Scholarly Activity** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

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### Unit IV: Micro Structures and Deviant Behavior

**Review:**
- Unit Study Guide
- **Learning Activities (Non Graded):** See Study Guide

**Read:**
- Chapter 6: Deviance
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Scholarly Activity** by Tuesday, 11:59 p.m. (Central Time)
- **Research Paper Outline** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

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### Unit V: Institutions

**Review:**
- Unit Study Guide
- **Learning Activities (Non Graded):** See Study Guide

**Read:**
- Chapter 7: Families
- Chapter 8: Education & Religion
- Chapter 9: Government and Economy
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Scholarly Activity** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**
## Course Schedule

### Unit VI  
**Social Class and Global Inequality**

**Review:**
- Unit Study Guide
- **Learning Activities (Non Graded):** See Study Guide

**Read:**
- Chapter 10: Social Class
- Chapter 11: Global Inequality
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Scholarly Activity** by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:

### Unit VII  
**Gender and Sexuality**

**Review:**
- Unit Study Guide
- **Learning Activities (Non Graded):** See Study Guide

**Read:**
- Chapter 12: Gender and Sexuality
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Scholarly Activity** by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:

### Unit VIII  
**Race and Ethnicity**

**Review:**
- Unit Study Guide
- **Learning Activities (Non Graded):** See Study Guide

**Read:**
- Chapter 13: Race and Ethnicity
- Chapter 15: Social Change
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Research Paper** by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals: