

General Sociology

SOC 107.01

Fall 2023

3 credit hours; 16 weeks; seated

Monday, Wednesday, Friday 9:00-9:50 am

TSB 212

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UNIVERSITY of MARY

Neither the life of an individual [person] nor the history of a society
 can be understood without understanding both.
 - C. Wright Mills

Course Description

This is a survey course is designed to introduce students to the science of human behavior covering the basic concepts, theories, and methods of sociology; as well as a survey of some of the institutional areas in which sociologists specialize including: Culture, language, globalism, family, religion, deviance, inequality, social structure, groups, social change, and collective behavior.

Course Information

This course has no prerequisites and is a core elective. This course may also be required for certain majors. Consult your advisor.

Syllabus FAQ

What do I need to do to prepare for class tomorrow?	Pg.8
I started working on the project but what is expected and how will they be graded?	Pg.4
I am going to miss class. What should I do?	Pg.3
How should I study for the exams?	Pg.3
Where is everyone getting information about classes we just had or ones coming up?	Pg.7
Is there extra credit?	Pg.5
I'm not doing well in class. How can I raise my grade?	Pg.5
I'm really interested in a topic we're covering. How can I learn more?	Pg.7
I have a disability and need extra accommodations. How do I set this up?	Pg.6

Relationship of the Course to the Program of Study, Pre-requisites, Co-requisites, or Other Relevant Information

- Servant Leadership: In this course, students will be able to practice servant leadership through increasing their understanding, respect for, and appropriate evaluation of human culture and diversity.
- Benedictine Values: This course will specifically expose students to the Benedictine values of respect for persons, service, hospitality, community, moderation, and prayer in our topics and readings, regular class discussions, and additional assignments.

Course Outcomes

<i>Course objectives:</i>	<i>Relationship to program objectives:</i>	<i>Relationship to Core Competencies:</i>
1. Recognize and express in written form a variety of issues involved with the richness and diversity of society and the person. This will be assessed through the Student Choice Project.	<ul style="list-style-type: none"> • Recognize and identify the nature of human communities such as families, religion, race, and state. • Learn about the creation, evolution, and transmission of group norms • Develop competency in understanding multicultural human experiences. 	<p>Critical Thinking (1.1, 1.2, 1.3, 1.5)</p> <p>Global Stewardship (1.1, 1.2)</p>
2. Students will formulate an understanding of key sociological theories and concepts of culture, socialization, stratification, and globalization. This will be assessed through the Student Choice Project.	<ul style="list-style-type: none"> • Analyze various social institutions that may affect one's behavior, including media, peer groups, and political systems. • Apply ethical principles and practices in the light of Catholic Social Teaching and Benedictine Values. 	<p>Critical Thinking (1.1, 1.2, 1.3; 2.1)</p> <p>Global Stewardship (1.1, 1.2, 1.5,1.6,1.7)</p>
3. Students create a project synthesizing information related to topics of culture, socialization, stratification, and globalization. This will be assessed through the Student Choice Project.	<ul style="list-style-type: none"> • Interpret statistics and sociological research • Analyze various social institutions that may affect one's behavior, including media, peer groups, and political systems. 	<p>Communication (1.2, 1.4; 2.1)</p> <p>Critical Thinking (1.1, 1.2, 1.3; 2.1)</p> <p>Global Stewardship (1.1, 1.2, 1.5,1.7)</p> <p>Spirituality and Ethics (2.2)</p>

Workload Expectations

Since this is a three (3) credit undergraduate course lasting sixteen (16) weeks, students can expect to spend a minimum of three (3) hours per week in instructional time and another six (6) hours per week studying outside of instructional time (for a total of 135 total hours over the course of the semester).

Major Assignments

Assignment	Evaluation Method	Approximate Time to Complete	Points per assignment
In-class or online exams (46%)	Points are earned for correct responses in short answer and essay questions.	6-10 hours studying per test	3 exams x 100 points each = 300 points
In-class Exercises (7%)	Points earned for periodic in-class activities, such as completing viewing guides, listening guides, or exercises	1-1.5 hours per class period	50 points
Student Choice Assignment (23%)	Points are earned for engaging with one of two assignment options, according to instructions and rubric provided below and in class	10-12 hours per assignment	150 points
Online Quizzes (23%)	Points are earned for correctly answering questions.	Half hour per quiz	15 quizzes x 10 points each = 150 points
			Total points: 650

A(93) A-(90) B+(87) B(83) B-(80) C+(77) C(73) C-(70) D+(67) D(63) D-(60) F(<60)

Final grades are rounded to the first decimal point. Thus, an 89.5 is an A- while an 89.4 is rounded to a B+.

Assessments

Exams

- During the semester, there are four exams, including the final exam. They will mostly focus on the previous section, but some important terms and concepts will accumulate throughout. (So, for example, the final exam will mostly focus on section IV, but will have some questions from earlier exams).
- Exams will have multiple choice and true and false questions.

What's the best way to study for exams? In the exams, I want to know that you can **remember, understand, apply, and analyze** what we have covered in class. As you come to class, read, and engage with topics, you can be preparing for the exams. You can create a study guide for yourself using:

- (1) the bolded terms and main concepts from the chapters
- (2) the information covered in in-class activities
- (3) the Power Points and notes from class
- (4) charts and graphs included in the readings or in class
- (5) the quizzes to check your learning and reviewing them.

In-class Exercises

- Classes provide a valuable opportunity to further clarify and flesh-out what students have read. Additionally, classrooms provide an opportunity to *do* sociology. There will be a range of in-class activities, exercises, and discussions that are designed to encourage student engagement with the content and deepen understanding. Students are expected to come to class and to participate.
- Points will be earned for attendance and for completing periodic exercises and in-class activities, such as documentary viewing guides or methodology practices.
- I also understand that students miss class for a variety of reasons.
- Each student is responsible to get a hold of notes, assignments, or other details from a missed class, whether it is excused or not.

Reading Quizzes

- To encourage student engagement with the text, online quizzes are open on Canvas and are due after all readings for that chapter have been assigned. Late quizzes are docked 10%. These are not necessarily closed-book, but since these are a low-stakes assessment (meaning, you don't lose that many points if you get a question wrong) I encourage each student to test their recall of what they have just read. Once you open the quiz on Canvas, you will have 15 minutes to complete it. First, try to answer the ten questions from your memory, and then use any available time to check questions that you are not sure about. After you finish, Canvas will show you questions that you got correct and incorrect, but it will not show you which multiple choice response was right (in the event you got it wrong). This is to encourage you to return to the text to figure out what you missed.
- You may find that there are parts of the text that we don't cover directly in class. This is because I see our class time and the reading as complementing each other. You are essentially triangulating your learning from various aspects – lecture, reading, and in-class exercises.

Student Choice: Practicing Sociology

- Because students have both a variety of other responsibilities as well as interest in the subject matter, the Student Choice Project allows students to arrange their assignments for their optimal schedule as well as focus on topics that are more interesting to them.
 - Each student must do *one* of the two options.
 - If the project is not received by the date on the syllabus, and the student has not arranged an extension with me, the project will be docked 10%.
 - Your project can take a variety of forms: A poster, infographic, video (5-7 minutes), podcast (5-7 minutes), slide presentation, or a 10 minute oral presentation.
 - You can do your project independently or can work with one partner. Both partners will receive the same grade for the project, so if you are dissatisfied with how working together is going, you should opt instead to work on your own.
 - More complete information is available on Canvas and will be provided in class.
- **Student Choice Project 1 - Language and Culture: Using interviewing to understand the importance of culture.** In this project, the student will use the qualitative skills of interviewing and cultural analysis in order to better understand the role of culture and language in personal identity. For this project, you should find two people to interview who are bicultural, (meaning that they likely grew up in one culture and moved as an older child or adult to a new culture; that they are children of first-generation immigrants; or that they moved between two cultures frequently as a child). Through interviewing them about the shifts in culture and language they have experienced, you will uncover two things: 1) What is the role of culture and language in their self-understanding and their role in society? 2) How can cultural capital impact a person's ability to succeed in one setting vs. another?
- **Student Choice Project 2 - Trace the global path of a consumer object.** Sociologists use maps and tracing for a number of different tasks, including tracing human migration and the interconnections of a global agricultural market. For instance, many of the objects that we use in our everyday life or the foods that we consume come from places far from us, and researching those connections shows us how interdependent we are on a global system of exchange. If you choose this project, you will use sociological ideas of mapping and researching global paths in order to trace the path of an object used in your daily life. Through this you will uncover two things: 1) what is the likely global path of this object? 2) Are there unethical labor practices (or other issues) that are likely involved with the production and distribution of this object?

What does your grade mean? And how can you improve it? (Adapted from A. Dutch)

The difference between a B or an A is not a matter of points – these letter grades represent different *kinds* of performances.

D and F: Incomplete or unacceptable work. Students earn Ds and Fs when they show a failure to master the basic substance of the course.

There is poor performance in basic skills such as writing or logic. Often, there are also poor attitudes or work habits, or an inability to adequately balance the competing demands on your time. To improve “D” or “F” level work to a “C”, you need to work on all of the above points. Talk to your professor earlier rather than later, make a solid plan for improvement, find accountability to hold you to your plan, and follow through.

If you are struggling in class, this section should help you see what you need to work on in order to improve. You might find you need to take your project to the writing center, review Khan Academy videos for concepts you don't understand (I link to many of these on Canvas), or improve your study and reading habits.

There are also a few extra credit opportunities indicated in the schedule, or on Canvas. These provide small opportunities to receive some points back, but the best way to raise your grade is through focusing on the main assignments.

C: Acceptable performance. Shows a mastery of the basic substance of the course, but the basic skills of writing or logic are often marginal. To increase “C” level work to a “B”, basic skills need to be improved, you need to master more advanced or intricate course topics, and you need more critical reasoning.

B: Solid, competent performance. Shows a strong understanding of the basic and advanced substance of the course as well as a mastery of basic writing and logic skills. To improve “B” level work to an “A”, you need analysis, insight, and a creative approach.

A: Exemplary performance. Students earn As when they have a mastery of basic and advanced course substance as well as a mastery of writing and logic skills. In addition, A-level work shows originality, creativity, depth of analysis. “A” work sees beyond the obvious and looks for relationships and connections.

Required Text/Items:

- *Introduction to Sociology*, 3rd Edition. From *Open Stax*. ISBN 1-938168-41-0. This is an open source textbook, meaning that it is free to use and download, and print as desired. You can access it from our Canvas website or from the Openstax website. The bookstore is also stocking some copies of this book, but have limited buy-back ability.
- Sociology reader available in bookstore

Attendance Policy

Attendance (either physically or online) is a key part to succeeding in a class. I will take attendance regularly, and if students are excessively absent without having discussed that with me, I will reach out to the student. In addition, there are several in-class exercises that will allow for active learning. For students who are physically or digitally present in the class, they will be able to complete these during that period. Points will be assigned on a complete/incomplete basis. These can be made up, but students should confer with me regarding completing them. The University reserves the right to administratively drop or withdraw a student from a class for excessive absences.

Excused Absence Policy

The University has a policy on excused absences related to sponsored or sanctioned activities and events. The policy is available for review online [<http://bit.ly/2thGRjo>]. Students participating in such activities and events are expected to review this policy and comply with it. As long as appropriate prior notification is given according to this policy, students and faculty reach a mutual agreement concerning make-up work, and students complete the work in question, faculty shall not penalize a student for missing a class or exam when they were granted an excused absence from the University. Any questions concerning the policy may be referred to the course instructor who may refer the question to the athletic director, student activities director, or academic affairs for response.

Policy Regarding Late Assignments and Missed Exams


I expect that we will keep to the dates on the syllabus for assignments and exams. If an assessment is moved, it will be moved later (never due earlier than originally assigned) and I will make an announcement in class and on Canvas. Students must complete assignments and exams on the assigned dates. There will be an automatic 10% penalty for any late assignments. This includes chapter quizzes, assignments, and exams.. Students who will have University-sponsored activities on dates of the seated exams should make accommodations to take the exam *before* rather than after the date on the syllabus.

Channel for Communication Relating to this Course

Dr. Michalka → Dr. David Tamisiea → Dr. Diane Fladeland

Statement Regarding Academic Honesty

Students are expected to read the University of Mary's Academic Honor Code and Honor System and abide by all the standards of conduct and requirements contained therein. When a student is in doubt about whether or not an action might constitute an Academic Honor Code violation, she or he should request clarification from the instructor **before** the action in question is undertaken. The Academic Honor Code is available for review on my.umary.edu using the following link: <http://bit.ly/2t3ORSu>



Contact the Office of Student Accessibility Services if you need accommodations for a disability.

Statement Regarding Reasonable Accommodations

The University of Mary, in compliance with the Americans with Disabilities Act and in the spirit of our mission, offers support for disabled students who provide required documentation. Students with disabilities who need accommodations should apply to the Office of Student Accessibility Services. For further information, contact the Student Success Center, located in the lower level of Welder Library, at (701) 355-8264 or success@umary.edu

Mutual Expectations

Students can expect me to give them my best by coming to class prepared with thoughtful lectures, discussion questions, exercises, and applications. They can expect to find me available for their questions in my office hours, over email, and around campus. They can expect to find all of the information for this class on our Canvas site. They can expect that assignments will be clear and reasonable and that if they have questions I will do my best to clarify anything and to connect students with resources.

After each class, I will update our Canvas site with an overview of what we did, what's coming up next, any resources we used in class, and I often include directions for future learning. If you get confused about something, or missed class, or want to learn more, and you can't find the answer in the syllabus, you can always email, but I also recommend checking out the Canvas site for our class.

I do my best to make my expectations for assignments clear and reasonable. If class activities or readings don't turn out the way that I hoped or planned, students can expect that I will try to improve my course. Students can expect to have multiple opportunities to provide constructive feedback for my teaching and courses.

In turn, I expect my students will give me their best, regardless of the time of day, external concerns, or level of interest in the course material. I expect that students will be familiar with the syllabus, will visit the Canvas website frequently for assignments and information, and will contact me with any questions. I expect that my students will treat this class as an opportunity to dedicate time and energy to their studies, with the end goal of developing the habits of mind to communicate effectively, think critically, act with moral courage, and acknowledge the dignity of our global neighbors.

Respectful discussions

In learning about human diversity and inequality, difficult topics come up. All students are expected to be reflective about topics or issues that bring up emotions or discomfort within them. In our class-wide and small group discussions, we will practice Benedictine values of respect for persons, including:

- coming to class prepared for our discussions.
- respecting others' rights to hold opinions and beliefs that differ from my own.
- respecting confidentiality.
- listening attentively and actively to what others are saying even when I disagree with what is being said.
- being courteous, not interrupting or engaging in private conversation
- using evidence to construct my statements and build my ideas
- sharing the responsibility to include everyone.
- recognizing that we are all still learning.

If you find a topic to be excessively difficult for you to engage, please talk to your professor for support and a plan of action.

Technology in the classroom

Current research on the use of technology in the classroom shows us that laptops and tablets can be useful, but the increased temptation to distract ourselves – as well as the potential to distract those sitting around us – have negative impacts on our learning. I prefer that you take notes by hand, but allow you to use your discretion in taking notes on your laptop or a tablet. If you are attending class via an online stream, it is your responsibility to minimize distractions so that you are able to focus on the information.

From time to time, I will encourage you to bring your laptops to class for in-class activities using particular websites. I request that you keep your phones put away during class, and that you do not have them on your desk or the table in front of you. If you are in the midst of an emergency and are waiting for a telephone call, please inform me before class and take any calls outside of the classroom.

Concise Course Outline and Schedule

Weeks 1 – 5 Section I: Seeing the World as a Sociologist

→ Oct. 2 – Exam on Section I

Weeks 6 - 11 Section II: Persons in the Structures of Society

→ Oct. 11 - Student Choice Project 1 due

→ Nov. 22 – Exam on Section II

Weeks 12-15 Section III: Social Institutions

- Dec. 1 - Student Choice Project 2 due
- Dec. 15 - Exam on Section III

Detailed Schedule

Topic	Date	What to Do
Section I: Seeing the World as a Sociologist		
I.1 Introduction to Course	9/6 – classes begin	<input type="checkbox"/> Read the Syllabus <input type="checkbox"/> Access course on Canvas <input type="checkbox"/> Get a copy of our texts <input type="checkbox"/> Contact Dr. Michalka with any questions
I.2 The Sociological Perspective	9/8	<input type="checkbox"/> Read Chapter 1, sections 1 and 2 <input type="checkbox"/>
I.3 Three Sociological Paradigms	9/11	<input type="checkbox"/> Read Chapter 1 sections 3 and 4 <input type="checkbox"/> Online Quiz on chapter 1
I.4 “Cultural Relativism”	9/13	<input type="checkbox"/> Read portions of Brown’s ‘Cultural Relativism 2.0’ (included in reading packet for class.) <input type="checkbox"/> Online Quiz for Brown’s article
I.5 Culture	9/15	<input type="checkbox"/> Read Chapter 3, introduction and section 1
I.6 Elements of Culture	9/18	<input type="checkbox"/> Read Chapter 3, section 2
I.7 Culture Change	9/20	<input type="checkbox"/> Read chapter 3, section 3
I.8 Culture and the Sociological Method of Interviews	9/22	<input type="checkbox"/> Read chapter 3, section 4 <input type="checkbox"/> Online Quiz on chapter 3 <input type="checkbox"/> In-class exercise on interviews
I.9 Socialization	9/25	<input type="checkbox"/> Read Chapter 5 – Socialization, introduction, sections 1 and 2
I.10 Methods: Content Analysis and Socialization	9/27	<input type="checkbox"/> Read Chapter 5 – Socialization, sections 3 & 4 <input type="checkbox"/> In class exercise on content analysis <input type="checkbox"/> Online Quiz on chapter 5
	9/29	<input type="checkbox"/> Catch Up and Review Day <input type="checkbox"/> In-class activity: Review for Exam 1
	10/2	<input type="checkbox"/> Complete Exam 1 in person
Section II: The Person in the Structures of Society		
II.1 Groups	10/4	<input type="checkbox"/> Read Chapter 6 – Groups and Organization, Introduction and section 1 <input type="checkbox"/> In class exercise – complete listening guide for Derek Black’s interview
II.2 How Groups Influence Us	10/6	<input type="checkbox"/> Read Chapter 6 – Groups and organization, section 2
II.3 Conformity and the Sociological Method of Experiments	10/9	<input type="checkbox"/> Read Chapter 6 – Groups, section 3 <input type="checkbox"/> Online Quiz on chapter 6
II.4 Deviance and Crime	10/11	<input type="checkbox"/> Read Chapter 7 – Deviance, Crime, and Social Control, introduction and section 1 <input type="checkbox"/> In-class activity: Crime vs deviance <input type="checkbox"/> If you are doing Student Choice Project 1, it is due today
	10/13	<i>No Class – Semester Break</i>
II.5 Explaining Crime	10/16	<input type="checkbox"/> Read Chapter 7 – Deviance, section 2 <input type="checkbox"/> Online Quiz on chapter 7
II.6 Stratification	10/18	<input type="checkbox"/> Read chapter 9 – Stratification, Introduction and section 1 & 2
II.7 Demographics and the Sociological Method of Surveys	10/20	<input type="checkbox"/> Read Chapter 9 – Stratification, section 3 <input type="checkbox"/> In-class activity on surveys
II.8 Social Class and Mobility	10/23	<input type="checkbox"/> Read Chapter 9 – Stratification, section 4 <input type="checkbox"/> Online Quiz on chapter 9
	10/25	<i>No Class – Community Learning Day</i>
II.9 Poverty	10/27	<input type="checkbox"/> Read Chapter 10 – Global Inequality, introduction, section 1

II.10 Theories of Global Inequality	10/30	<input type="checkbox"/> Read Chapter 10 – Global Inequality, section 2 & 3 <input type="checkbox"/> Online Quiz on chapter 10
II.11 Catholic Social Teaching & Consumerism	11/1	<input type="checkbox"/> In-class activity on the Global Supply Chain
II.12 Race and Ethnicity	11/3	<input type="checkbox"/> Read Chapter 11 – Race and Ethnicity, introduction, sections 1 & 2
II.13 <i>Race: The Power of an Illusion</i>	11/6	<input type="checkbox"/> Read Chapter 11 – Race and Ethnicity, section 3-5 <input type="checkbox"/> In class exercise – complete viewing guide for <i>Race: The Power of an Illusion</i>
II.13a	11/8	<input type="checkbox"/> Finish watching <i>Race the Power of an Illusion</i>
II.14 Responses to racism and ethnocentrism	11/10	<input type="checkbox"/> Read <i>Open Wide Our Hearts</i> (pdf in course reader) <input type="checkbox"/> Online Quiz on chapter 11
II.15 – Sex and Gender	11/13	<input type="checkbox"/> Read Chapter 12 – Gender and Sex, introduction, section 1
	11/15	<i>No Class – Prayer Day</i>
II.16 Gender Socialization	11/17	<input type="checkbox"/> Read Chapter 12 – Gender and sex, sections 2 and 3 <input type="checkbox"/> Online Quiz on chapter 12
	11/20	<input type="checkbox"/> Catch up and Review Day <input type="checkbox"/> In-class activity: Review for Exam 2
	11/22	<input type="checkbox"/> Exam 2
Section III: Social Institutions		
	11/24	<i>No Class – Thanksgiving Break</i>
III.1 The Family and Marriage	11/27	<input type="checkbox"/> Read Chapter 14 – Marriage and Family, Introduction and section 1
III.2 Challenges Families Face	11/29	<input type="checkbox"/> Read Chapter 14 – Marriage and Family, Sections 2 and 3 <input type="checkbox"/> Online Quiz on Chapter 14
III.3 Families, Social Class, and the Sociological Method of Ethnography	12/1	<input type="checkbox"/> Read Lareau article pages 747-774 (in course reader) <input type="checkbox"/> In class exercise – Complete activity on Lareau’s article <input type="checkbox"/> Online Quiz on Lareau article <input type="checkbox"/> If doing the second student choice project it is due today
III.5 Power and Authority	12/4	<input type="checkbox"/> Read Chapter 17 – Government, introduction, sections 1 and 2 <input type="checkbox"/> In-class exercise – Complete listening guide for “The Perils of Power”
III.6 Types of Government	12/6	<input type="checkbox"/> Read Chapter 17 – Government, sections 3 and 4 <input type="checkbox"/> Online Quiz on chapter 17 <input type="checkbox"/>
IV.9 Medical Sociology	12/8	<input type="checkbox"/> Read Chapter 19 – Health and Medicine, introduction, sections 1 and 2
IV.10 Social Epidemiology	12/11	<input type="checkbox"/> Read Chapter 19 – Health and Medicine, sections 3, 4 and 5 <input type="checkbox"/> Online Quiz on chapter 19
	12/13	<input type="checkbox"/> Catch Up and Review Day <input type="checkbox"/> In-class activity: Review for final exam
	12/15	<input type="checkbox"/> Final Exam on Section IV from 1-3pm