INTRODUCTION TO SOCIOLOGY
SOC 110

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Missouri Western State University      Office Hours: MWF 8:00-8:50
Class Location: Popplewell 205      12:00-1:30
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COURSE DESCRIPTION:
This course is designed to broaden your understanding of society. It explores the reasons for why things happen the way they happen in society. The course is also an understanding of social factors that affect our daily lives. The emphasis will be placed on the major sociological concepts, ideas, and issues relating to the development of human societies, while exploring various theoretical perspectives in sociology as they relate to our everyday activities. We will take a critical and comparative approach to understanding the dynamics of human relations in contemporary societies. You are encouraged to develop independent thinking and analytical skills. Special consideration will be devoted to an understanding of modern social structures and institutions.

TEXT:
b. Handouts posted online

GENERAL OBJECTIVES OF THE COURSE:
1. To learn what sociology is.
2. To learn basic sociological concepts.
3. To learn how sociologists study society.
4. To learn how to connect our sociological insight to our lives.
5. To learn how to develop critical thinking.

THEMATIC OBJECTIVES OF THE COURSE:

A. The Dynamics of Human Development:
1. To learn about social behavior and social interaction, to distinguish between sociology and its sister disciplines; to understand the relationship between our private experiences and their broader social context through the exercise of sociological imagination.

2. To define sociology as a science and how the general rules of the scientific methods apply to sociology; to identify the basic stages of scientific procedure, and to explore the general relationship between theory and research in sociology; to have some knowledge of multiple perspectives in sociology that apply to human conditions and cultures.
3. To examine the forces (culture) that shape human experiences; to understand the notion of change in human society; to explore inconsistencies in culture, cultural lag, and culture shock; to identify sources and types of cultural change and cultural diffusion; comprehend the importance of values, norms, and beliefs; to know the importance of language in shaping human thoughts.

4. To evidence the impact of socialization in human behavior, to identify various explanations of the development of human personality and human identity; to examine specific challenges—such as family, religion, gender, ethnicity, social class, and other cultural influences—that contribute to the development of a sense of self in each phase of socialization.

5. To learn about the basic elements of human interaction in groups and institutions in society.

B. Individuals in Society:

6. To examine behaviors that are considered deviant; to explore the dynamics of social control, and study crimes in the United States.

7. To understand the nature of inequality, stratification, and our chances for social mobility in society; to learn about social classes; to explore individuals’ life chances and choices.

8. To study the nature of diversity in society, race relations, and the significance of race in shaping our social life.

9. To learn about the dynamics of gender relations and the dilemmas of male-female relationship in modern societies.

C. Individuals and Social Institutions:

10. To understand the dynamics of an economic system in society; to learn about the nature of work; to examine various economic systems, to explore the relationship between supply and demand in determining prices; to study the nature of globalization and global economy and its effects on the United States; to learn about the role of international and multinational organizations in the global arena.

11. To understand the role of modern political organizations in shaping societies; to learn about the role of power, authority, and political interest groups in American politics; to study the structure of authority and governance in American society.

12. To analyze human behaviors in the context of the family; to examine the factors that contribute to mate selection; to understand the reality of family life and its effects on individuals.
13. To learn about the role of religion in shaping human life; to study the nature of the institution of religion; to understand the similarities and differences among world religions.

GENERAL STUDIES COMPETENCIES: Social and Behavioral Sciences
Addressing the above objectives will give students an exposure to the requirements of General Studies. Students should be able to:
1. have some knowledge of social processes across a range of cultures;
2. develop and communicate hypothetical explanations for human behavior within social context;
3. draw on sociology to evaluate contemporary problems and issues in society;
4. describe and analytically compare social, cultural, or historical settings and processes other than their own.

NCSS STATEMENT:
This section relates ONLY to those students who plan to major in History with Secondary Education emphasis. These students are required to save all evidence of progress (assignments, course grade, written projects, etc) as they are returned to you online. These artifacts can be included in your senior portfolio for graduation purposes. This course is intended to address the following NCSS themes (as can be seen in the designated chapter(s)):
1. Culture and Cultural Diversity (chapter 2)
2. Time, Continuity, and Change (chapters 2-13),
3. People, Places, and Environment (chapters 2-13)
4. Individual development and Identity (chapters 2-5)
5. Individual, Groups, and Institutions (chapters 6-13)
6. Power, Authority, and Governance (chapter 11)
7. Production, Distribution, and Consumption (chapter 11)
8. Science, Technology, and Society
9. Global Connection (chapters 11-13)
10. Civic Ideas and Practices

NOTE: See Topical Outline below for contents.

CLASSROOM BEHAVIOR
You should maintain “etiquette” at all time while discussing in class or posting something online. Your behavior and enthusiasm are THE MOST encouraging factors for an instructor to be attentive to the subject matter in the course. Behavior disrupting this environment or interfering with other students' ability to learn may be grounds or justification for dismissal from the course. Using vulgar and deliberately offensive language while communicating with others in the course, conducting private messaging, or anything unrelated to the course are some examples that can damage the learning environment.

Title IX
A Note on Harassment, Discrimination and Sexual Misconduct
Consistent with its mission, Missouri Western seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and University policy prohibit harassment, discrimination and sexual misconduct. Missouri Western encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus and Local Resources list found in the Student Handbook (https://www.missouriwestern.edu/studentaffairs/wp.../handbook.pdf) about what happened so they can get the support they need and Missouri Western can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Missouri Western is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the following website:

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your MWSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

DISABLED STUDENT INFORMATION
Students who are seeking accommodation must first provide documentation of needed accommodations to the Accessibility Resource Center (ARC) located in Eder Hall, Suite 203. Once accommodations have been approved by the ARC, students are responsible for notifying their instructors of those accommodations. This should be done within the first two weeks of classes. Accommodations are not retroactive.

ATTENDANCE POLICY:
Currently, Missouri Western State University does not have an attendance policy in place. The attendance policies are drafted by the instructor.

ATTENDANCE POLICY FOR SOC 110:

Attendance is considered as "meeting" regularly three times a week throughout the semester. You are responsible to know what went on in class the day you were absent.

1. A week period consists of Monday, Wednesday, and Friday.

2. Six (6) or more unexcused absences throughout the ENTIRE semester will result in an F grade for the course regardless of the grades earned on the quizzes, assignments, and other required activities in class.
3. You will not be granted the option of a make-up or extension if your unexcused absence is on the day that such requirements are due.

4. You would have to provide sufficient documentations to validate your absences as excused.

5. Excused absences are defined by the faculty member teaching the course. It is the discretion of the instructor to define and decide what constitutes an excused or unexcused absence.

ACADEMIC HONESTY
Since honesty in the course is required, knowingly furnishing false information to the instructor, as well as college, constitutes a violation. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another’s work, falsifying documents or academic records, submitting a paper written for another class without new or different information, or any other fraudulent activity. Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from the University.

FORMAT:
The course is conducted based a combination of lecture, discussions, and in-class activities. An outline regarding the weekly assigned readings is presented below. Additional materials will be communicated to you electronically ONLY through Moodle.

You will not be able to pass the course by simply doing the reading assignments and taking the quizzes.

REQUIREMENTS:
1. **Quizzes**: these will cover all materials in the course. The quizzes are not cumulative. The dates are listed below and will be announced in the calendar. These online quizzes are timed. You cannot open the quiz and leave or close it immediate hoping to come back to continue. An abandoned or closed quiz will automatically be treated by the system as submission; it will not allow for revisits. If you do this, it will be considered as makeup and you will lose further makeup privileges.

2. **Discussions and Other Exercises**: later in the semester, you will be given guidelines for discussions relating to the topics covered in the assigned chapter(s) and videos, if applicable. Discussions will take place online in order to save class time. Questions will be raised each time and you are required to present an analytical assessment of the question or respond to comments made by your classmates. A grade will be reported at the end of the semester. Your grade will be based on your contribution: number of posts; contents and quality of your posts; accuracy of your assertions; whether you responded/reacted to other posts; and whether your posts generated further discussions. There will not be a make-up for missed discussions. Discussions are similar to class discussions, and cannot be continuous once the session is over.
3. **Assessments:** You will notice a series of articles and other materials accompanying certain chapters. They are instructional and learning materials to aid you while preparing for the quizzes. These materials are available in the respective lecture folders. Your knowledge and comprehension of these supplemental items will ONLY be assessed by a series of assessment quizzes. See the topical outline below as a guide to the weekly assigned readings and requirements.

4. **Attendance and Participation:** Regularly visiting the course site and participating in discussion, asking questions, and answering questions in class will affect, especially, borderline grades.

**Make-up Policy:**

a. *There will be no make-ups since you are given an extended period of days to take a quiz.* All dates have been predetermined in this syllabus. Therefore, plan accordingly.

b. You may be allowed to complete only one make up for the semester if your reasons for missing the quiz or other requirements are legitimate (with legitimate documentation). You may be scheduled, at the instructor’s discretion, to take the quiz. However, make ups are given within 24 hours after a requirement is scheduled.

c. **Sufficient Documentation:** Some examples of legitimate excuses are: car accident, hospitalization, military appointment, jury duty, and the like. “I forgot,” “I had another exam,” “I work two jobs,” and other similar excuses are not legitimate excuses. You must notify the instructor of your case immediately. Submit copies of the police report, court warrant/citation, hospital admission, etc. either electronically or via snail-mail; otherwise, a make-up will not be granted. The professor will make a decision after reviewing the supporting documents. **The professor has the prerogative to deny make-ups if students do not provide valid documents for missing a quiz or any other requirements.**

d. A make up is not a right. It is a privilege. If you miss the day in which the make-up date was set, you will be denied of the make up.

**METHODS OF EVALUATION:**

Your course grade will be determined based on all points accumulated from all of the requirements in this course. It follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes on the text chapters and lecture videos</td>
<td>150</td>
</tr>
<tr>
<td>Assessment</td>
<td>22</td>
</tr>
<tr>
<td>Participation and discussion</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>187</strong></td>
</tr>
</tbody>
</table>


The following scale will be used for evaluation

A       90 - 100%    (168-187 points)
B       80 - 89%     (149-167 points)
C       70 - 79%     (130-148 points)
D       60 - 69%     (112-129 points)
F       59% or less  (111 points or lower)

THEMATIC OUT-LINE

1.  (August 31-September 6)  Introduction to the Course
   Sociology: Sociological Perspective
   Read: Chapter 1

2.  (September 7-13)   Culture
   Read: Chapter 2
   Watch Video: The Tasaday (there are two videos)
   (NCSS Theme 1)

3.  (September 14-20)   Socialization
   Read: Chapters 3
   Watch video: Secret of a Wild Child (5-6 videos)
   (NCSS Themes 2-5)

   September 14  Quiz 1 available: Chapters 1, 2, and the syllabus

4.  (September 21-27)   Social Structure and Social Interaction
   Read: Chapter 4
   (NCSS Themes 2-5)

   September 21  Assessment 1 available: on Secret of a Wild Child

5.  (September 28-October 4)  Deviance and Social Control
   Read: Chapter 6
   (NCSS Themes 4, 5)

   September 28  Quiz 2 available: Chapters 3 and 4

6.  (October 5- 18)   Global and Social Stratification
   Read: Chapter 7: (pages: 187-206)
Social Classes in the United States
Read: Chapter 8

October 5  Quiz 3 available: Chapter 6

Available in Moodle:
Additional assigned reading: Social Classes in Great Britain
Free Exercise: Social Class Criteria
(NCSS Themes 5)

October 12  Assessment 2 available: on Social Class in Great Britain

7. (October 19-25)  Inequalities of Race and Ethnicity
Read: Chapter 9
Watch video: A Class Divided

Available in Moodle:
Additional Assigned Reading: Beyond Racism and Sexism
(NCSS Themes 2, 3, 5, 6)

October 19  Quiz 4 available:  Chapter 7 (pages 182-197) and Chapter 8

8. (October 26-November 1)  Inequalities of Gender
Read: Chapter 10
(NCSS Themes 2, 3, 5, 6)

October 26  Assessment 3 available: Beyond Racism and Sexism

Read:  Chapter 7 (pages: 206-219)
Chapter 11
(NCSS Themes 2, 3, 5, 6, 7, 9)

November 9  Quiz 5 available: Chapters 9 and 10

10. (November 16-22)  Marriage and family
Read: Chapter 12
Assigned Reading: Birth Order
(NCSS Themes 2-3, 5, 6, 7, 9)

November 16 Quiz 6 available: Chapter 7 (second half: 197-209) and Chapter 11
11. (November 23-29) FALL BREAK: THANKSGIVING

12. (November 30-Dec. 6) Education
   Read: Chapter 13 (first half)
   (NCSS Themes 2, 3, 5, 9)

   Available in Moodle:
   Additional Reading: Human Intelligence Does Birth Order Affect Intelligence

   November 30 Assessment 4 available: Birth Order

13. (December 7-11) Religion
    Read: Chapter 13 (second half)
    (NCSS Themes 2, 3, 5, 9)

   December 14 Quiz 7 available: Chapters 12 and 13

PLEASE NOTE: There is no final exam for this course

Have a wonderful Break 😊