



SOCI 102: Introduction to Sociology
Intersession 2021
5/31/21-6/25/21
Department of Sociology
Bridgewater State University

Instructor: TBA
Location: online
Course Credits: 3

Course Background

This course introduces students to the discipline of sociology. It will provide a glimpse into the theoretical frameworks, methods, and approaches that sociologists use to understand the world. You will also be introduced to the concepts, processes, and institutions that are fundamental to the social world. This course aims to help participants question their understanding of themselves, their immediate groups and networks, and their situation within the larger world. Course tasks and discussions are aimed at cultivating a ‘sociological imagination’ - the ability to connect oneself, and our experiences with larger social and historical processes.

Course Outcomes

- Ability for critical thinking.
- Capacity for critical reading and analytic thinking that examines assumptions and evidence, in both scholarly texts and journalistic writing.
- Awakening one’s sociological imagination.
- Familiarity with the basic terminology used in sociology.
- Awareness of selected sociological concepts, definitions, and theories.
- Understanding selected sociological processes, their drivers, and consequences.
- Ability to contribute meaningfully to conversations about society through sociologically informed perspectives.

Course Materials

You do not need to buy any book for this course. We will use an Open Source Textbook:

Little, W. (2014). *Introduction to Sociology – 1st Canadian Edition*. Victoria, B.C.: BC campus. <https://opentextbc.ca/intro>

This book is available on Blackboard under ‘Course Content’ as a pdf file. Download and save this book on your computers. Various chapters of this book will be assigned for you to read. In addition, other relevant materials- text as well as audio-visual— will be assigned to complement the text-book. These materials will either be uploaded under the ‘Course Content’ section of Blackboard, OR you will be provided a hyperlink to a freely available Internet resource that you will need to access and review

It is your responsibility to read/watch the assigned material before submitting posts/responses/comments on the ‘Discussions’ section on Blackboard. class. Writing assignments as well as the final exam will be based on these materials.

Blackboard Course Site

You need to enroll in Blackboard for this course. All materials, including this syllabus, are available on the Blackboard web site. **Check it regularly for announcements** and any other course materials. The URL for Blackboard at BSC is <http://blackboard.bridgew.edu>. You can log in there and will find much useful information on using Blackboard. More general student support for Blackboard is available at: http://blackboard.bridgew.edu/student_help/.

Accommodations for Students with Disabilities

Bridgewater State University is committed to providing equal access to students with documented disabilities. To ensure your access to this course and the BSU community, students with disabilities are encouraged to collaborate with the Disability Resources Office (DRO). Through the DRO, you may initiate the confidential process of requesting reasonable accommodations. The DRO can be reached at Disability_Resources@bridgew.edu or 508.531.2194. If you are granted accommodations, please meet with me confidentially to review how they will be applied in this course.

Getting help for Academic Work

The Academic Achievement Center (AAC) provides students with academic services and resources that propel them toward successful and timely degree completion. With all the services available in the center, the AAC is the largest hub of student academic services on campus. Ideally located on the ground floor of the Maxwell Library in the center of the BSU Campus, the AAC is comprised of four major support areas: Academic Advising (first-semester freshmen), the Disability Resources Office, Learning Assistance (tutoring and academic coaching), and Testing Services. Drop-in learning support areas (Math Services, Accounting & Finance Lab, Writing Studio, Second Language Services), open study space, study rooms available for reserve, and computers are all available for student use. Stop by or call 508-531-1214 for more information about any of the services offered by the Academic Achievement Center.

Protecting yourself and your peers from Sexual Violence

The Office of Equal Opportunity and the Title IX Coordinator work to ensure that all members of the campus community flourish in a supportive and fair climate.

See <https://my.bridgew.edu/departments/affirmativeaction/SitePages/Home.aspx> to learn more. Note the site provides a link to “initiate an investigation of alleged discrimination, harassment, sexual or gender-harassment, domestic or dating violence, stalking or retaliation...” (The associated form indicates that it “is unlawful to retaliate against a student, employee or any other person affiliated with the University for filing a complaint or for cooperating in an investigation of a complaint.”)

Instructor’s commitments

- Communicate course requirements, assignments and other expectations clearly and timely
- Participate in online discussions to ensure optimal learning
- Be available on email to accommodate any questions, concerns and clarifications regarding the course.
- Grade and comment upon deliverables within a reasonable time

Student Commitments

• Academic Integrity

All of us are bound by the BSU code of academic integrity and classroom conduct. If you haven’t read it, take time to read it at your earliest. Take extra time to read the protocol and conventions for quoting, paraphrasing and referencing work done by others. Violations of this code will be promptly reported.

The code is here: (<http://catalog.bridgew.edu/content.php?catoid=10&navoid=970>).

In particular be mindful of BSU’ values and policy about **Academic dishonesty**. It is an attempt to misrepresent one’s efforts on any academic assignment or exercise submitted for evaluation. These attempts and examples may be defined as, but are not limited to:

- **Plagiarism:** Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge.
- **Cheating:** Intentionally using or attempting to use prohibited materials or information in any academic exercise. This definition includes prohibited communication of information during or after an academic exercise.
- **Fabrication and falsification:** Intentional and unauthorized alteration or invention of any information or citation in an academic matter. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.
- **Abuse of academic materials:** Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.
- **Multiple submissions:** The submission of the same work (including oral reports) in more than one course without prior permission of both instructors.
- **Complicity in academic dishonesty:** Intentionally or knowingly helping or attempting to help another to misrepresent their efforts on any academic assignment or exercise submitted for evaluation.

BSU Email Account

You must use your BSU email account in this class. I will accept email from and send email to BSU accounts only. Any email that you send to me in regard to this class is a professional communication so you should strive for professional etiquettes, proper punctuation, capitalization, and spelling.

Conduct in This Online Classroom:

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's standards of conduct. Students will be expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course is unacceptable. Please practice netiquette.

Guidelines for a Productive and Effective Online Classroom

The discussion board is your space to interact with your colleagues related to current topics or responses to your colleague's statements. It is expected that each student will participate in a mature and respectful fashion.

- Participate actively in the discussions, having completed the readings and thoughts about the issues.
- Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
- Think through and reread your comments before you post them.
- Assume the best of others in the class and expect the best from them.
- Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class.
- Disagree with ideas, but do not make personal attacks. Do not demean or embarrass others. Do not make sexist, racist, homophobic, or victim-blaming comments at all.

Be open to be challenged or confronted on your ideas or prejudices.

Tasks & Deliverables

1. Discussion Posts on Blackboard

Each weekday you will be reviewing materials assigned according to the reading schedule at the end of this syllabus. These materials will include chapters from the required textbook, other reading materials, and sometimes audiovisual resources that will be available under 'Course Contents' on Blackboard or on the Internet. Each set of assigned materials will be accompanied by a set of questions that I will post in

the Discussion Forum for each of these weekdays. You will respond to the question and prepare and submit an original answer to these questions. Your submissions will be called a 'post.' **Each post should be 300 words or more, substantive in content, should engage with the question, and should demonstrate that you have read and reflected upon the assigned materials.** Your answers should reference assigned materials (text, film or both) using the formal American Sociological Association (ASA) citation system.

The ASA system can be referred here:

https://owl.purdue.edu/owl/research_and_citation/asa_style/in_text_citation_references.html &

https://owl.purdue.edu/owl/research_and_citation/asa_style/references_page_formatting.html

You will lose points if the answer does not engage with the assigned materials, if it is too short or vague, or if the referencing/citations are missing. Please spell-check your answers before you post them. For each post you can get up to **2 point** depending on quality and comprehensiveness. There will be **18 posts in all worth 36 points.**

Deadlines are on the schedule at the end of this syllabus

2. Responses to other students' Posts on Blackboard

Each day when posts are due, you are also required to respond to at least two other students' posts on the discussion thread for that day. **Each response should be 150 words or more, and should be substantive in form and content.** Simply agreeing with another student's post, or praising a post will not count towards points. Your response should engage with the post and must demonstrate reason/logic/evidence for agreeing or disagreeing, or for adding additional perspectives/examples to the post. You can also use responses to pose questions about a students' post. Each response that you write can get you up to **1 point**. You will write **36 responses in all worth 36 points.**

You are NOT required to cite the materials in your responses to other students' posts.

Deadlines are on the schedule at the end of this syllabus

It is always best to submit your posts and responses much before the deadlines. Make sure you type the posts and responses in a separate word file and copy/paste it onto Blackboard. This ensures that Blackboard malfunctions will not cause you to lose unsaved work.

I do not accept late submissions, and please do not write to me asking for a time extension if you fail to submit your work within the deadline, or if Blackboard or your computer malfunctions right before the deadline. I will make accommodations in medical and family emergencies, if they are convincingly documented.

3. Final Exam

This will be conducted online on BB on January 22nd. It will be based on all materials assigned over the semester. This exam is worth 28 points.

Grading Scheme

In this course, each student can get up to 100 points. These points are divided across the following deliverables:

Posts- 18 @ 2 point each	= 36 points
Responses- 36 @ 1 point each.	= 36 points
Final Exam	= 28 points
Total	= 100 points

Letter grades will be issued based on these scores and the following grading policy.

Range	Grade	4-point Equivalent	Description
95-100	A	4	Superior
90-94	A-	3.7	Superior
87-89	B+	3.3	Good
83-86	B	3	Good
80-82	B-	2.7	Good
77-79	C+	2.3	Satisfactory
73-76	C	2	Satisfactory
70-72	C-	1.7	Satisfactory
65-69	D	1	Poor
0-64	F	0	Failure

Reading Schedule and Deadlines

We will follow the schedule below for reviewing assigned materials, and for all assignments. The instructor can modify this schedule if needed. All changes will be communicated to you.

Date	Day	Theme	Materials to be reviewed	Task/Deliverable
31-May	Mon	Intro	Syllabus	1. Introduce yourself to your peers. 2. Post questions about the course, syllabus, course policies, & deliverables etc
1-Jun	Tue	What is Sociology? & How do Sociologists study society?	1. https://www.asanet.org/sites/default/files/savvy/introsociology/Documents/Field%20of%20sociology033108.htm 2. Read sections 2.1 & 2.2 in Chapter 2	Submit one original post to the discussion question & two responses to two other students' posts by 6 pm EST.
2-Jun	Wed	What is Sociology? & How do Sociologists study society?	1. https://www.asanet.org/sites/default/files/savvy/introsociology/Documents/Field%20of%20sociology033108.htm 2. Read sections 2.1 & 2.2 in Chapter 2	Submit one original post to the discussion question & two responses to two other students' posts by 6 pm EST.
3-Jun	Thu	Societal Development & Theoretical Perspectives	Read sections 4.1 & 4.2 in Chapter 4	Submit one original post to the discussion question & two responses to two other students' posts by 6 pm EST.

4-Jun	Fri	Societal Development & Theoretical Perspectives	Read sections 4.1 & 4.2 in Chapter 4	Submit one original post to the discussion question & two responses to two other students' posts by 6 pm EST.
5-Jun	Sat	Weekend		
6-Jun	Sun	Weekend		
7-Jun	Mon	Culture	Read Chapter 3	Submit one original post to the discussion question & two responses to two other students' posts by 6 pm EST.
8-Jun	Tue	Culture	Read Chapter 3	Submit one original post to the discussion question & two responses to two other students' posts by 6 pm EST.
9-Jun	Wed	Culture	Watch the 2010 Movie Borat: Charles, Larry, Sacha Baron Cohen, Ant Hines, Peter Baynham, Dan Mazer, Todd Phillips, Jay Roach, et al. 2016. Borat: cultural learnings of America for make benefit glorious nation of Kazakhstan.. The movie is available on Blackboard under course contents	Submit one original post to the discussion question & two responses to two other students' posts by 6 pm EST.
10-Jun	Thu	Culture	Watch the 2010 Movie Borat: Charles, Larry, Sacha Baron Cohen, Ant Hines, Peter Baynham, Dan Mazer, Todd Phillips, Jay Roach, et al. 2016. Borat: cultural learnings of America for make benefit glorious nation of Kazakhstan.. The movie is available on Blackboard under course contents	Submit one original post to the discussion question & two responses to two other students' posts by 6 pm EST.
11-Jun	Fri	Socialization	Read Chapter 5	Submit one original post to the discussion question & two responses to two other students' posts by 6 pm EST.
12-Jun	Sat	Weekend		
13-Jun	Sun	Weekend		
14-Jun	Mon	Socialization	Read Chapter 5	Submit one original post to the discussion question & two responses to two other students' posts by 6 pm EST.
15-Jun	Tue	Gender, Sex, & Sexuality	1. Chapter 12. 2. Watch the documentary: Elisco, David, and Peter Coyote. 2010. Sex, lies & gender. [United States]: National Geographic Television. Watch it here: https://vimeo.com/25031977	Submit one original post to the discussion question & two responses to two other students' posts by 6 pm EST.

16-Jun	Wed	Gender, Sex, & Sexuality	1. Chapter 12. 2. Watch the documentary: Elisco, David, and Peter Coyote. 2010. Sex, lies & gender. [United States]: National Geographic Television. Watch it here: https://vimeo.com/25031977	Submit one original post to the discussion question & two responses to two other students' posts by 6 pm EST.
17-Jun	Thu	Marriage & Family	1. Read Chapter 14. 2. Watch Documentary- No Sex Please, We Are Japanese: Holdsworth, John, and Anita Rani. 2013. This world. London: BBC 3. Watch it here: https://vimeo.com/80542212 . 4. Watch Vice Documentary, Inside China's Last Matriarchy, 2016 (https://www.youtube.com/watch?v=qMTJt2RnJAK).	Submit one original post to the discussion question & two responses to two other students' posts by 6 pm EST.
18-Jun	Fri	Marriage & Family	1. Read Chapter 14. 2. Watch Documentary- No Sex Please, We Are Japanese: Holdsworth, John, and Anita Rani. 2013. This world. London: BBC 3. Watch it here: https://vimeo.com/80542212 . 4. Watch Vice Documentary, Inside China's Last Matriarchy, 2016 (https://www.youtube.com/watch?v=qMTJt2RnJAK).	Submit one original post to the discussion question & two responses to two other students' posts by 6 pm EST.
19-Jun	Sat	Weekend		
20-Jun	Sun	Weekend		
21-Jun	Mon	Race & Ethnicity	Read Chapter 11	Submit one original post to the discussion question & two responses to two other students' posts by 6 pm EST.
22-Jun	Tue	Race & Ethnicity	Read Chapter 11	Submit one original post to the discussion question & two responses to two other students' posts by 6 pm EST.
23-Jun	Wed	Race & Ethnicity	1. Read excerpts from: Tatum, Beverly Daniel. 1997. "Why are all the Black kids sitting together in the cafeteria?" and other conversations about the development of racial identity. New York: BasicBooks. 2. Watch the documentary 'Inventing the Indian' 2012, to see how media can construct racial or ethnic identities. It is here: https://www.youtube.com/watch?v=dmP3gGj9yjM	Submit one original post to the discussion question & two responses to two other students' posts by 6 pm EST.

24-Jun	Thu	Race & Ethnicity	<p>1. Read excerpts from: Tatum, Beverly Daniel. 1997. "Why are all the Black kids sitting together in the cafeteria?" and other conversations about the development of racial identity. New York: BasicBooks. 2. Watch the documentary 'Inventing the Indian' 2012, to see how media can construct racial or ethnic identities. It is here: https://www.youtube.com/watch?v=dmP3gGj9yjM</p>	<p>Submit one original post to the discussion question & two responses to two other students' posts by 6 pm EST.</p>
25-Jun	Fri	Final Exam	Online Exam on Blackboard	