

I cannot overstate the importance of reading this syllabus very carefully. Please be sure to do so!

COURSE DESCRIPTION

Goals: To introduce students to the basic sociological concepts. To show how these concepts are used to analyze society. To increase our knowledge of how society is organized and operates. To encourage creative and critical thinking.

Content: Study of culture, socialization, social institutions such as the family, religion, and government, race, gender, social class, and social change.

This course is designed to provide you with an introduction to the discipline of sociology and to learning what it means to think sociologically. Through readings, viewings, and assignments you will gain an understanding of how sociologists study the social world, as well as the breadth of issues on which we focus. In addition to receiving an overview of sociology, you will also be expected to think critically about the material such that you can make your own assessments of the issues and how they affect *your* life. This course is intended for first year and sophomore students who desire an introduction to sociology and/or the social sciences. Upper division undergraduates and post-baccalaureate students are most welcome to enroll in this course, but are reminded that it *is* an introductory level course.

HAMLIN PLAN DESIGNATION

This course fulfills the Disciplinary Breadth/Social Science (S) and Computer Utilization (C) requirements of the Hamline Plan. As a Disciplinary Breadth course, you are introduced to the discipline of sociology, broadly, and will gain an understanding of sociology as a social science. As a Computer Utilization course, you are provided with the opportunity to develop your skills with effective online communication, to include the creation of a blog, and use of the learning management software, Blackboard (Bb).

LEARNING OUTCOMES

As a part of the College's fulfillment of the University Strategic Plan, our curriculum is intended to ensure that, as a graduate of Hamline University, you will be able to:

1. Serve, collaborate, and lead in diverse local, national, and global communities;
2. Solve complex problems in innovative, integrative, analytical, and ethical ways;
3. Build understanding across cultural identities and other differences;
4. Understand, synthesize, and use information and technology competently and responsibly;
5. Communicate persuasively and effectively, both in writing and orally;
6. Apply effectively the theories and methods of a field of expertise; and
7. Engage independently and reflectively in lifelong learning.¹

The following describes how this course addresses each of the above learning outcomes.

1. Although this course does not require that you actively engage in a given community, your learning with regard to social issues - and the roles that individuals, groups, organizations, communities, and institutions play with regard to social organization - serves as an important foundation to future opportunities that you will pursue, both during and after your tenure at Hamline. See also number seven, below.

2. Your learning with regard to the diverse range of experiences, attitudes, etc. that exist across society will inform your ability to act ethically in future situations in which problem solving may play a role.

3. This course, while focused on the United States, will provide the opportunity to consider how difference - be it at the local, national, or international level - impacts individuals and society. Your reading about and discussion of these issues will contribute to a greater understanding of cultural differences and will contribute to the development of an appreciation for the role that culture plays across communities and society.

¹ Source: Hamline University Strategic Plan, 2013-2017, available online, password protected

4. As a participant in an online course, you will develop increased expertise with the use of the Internet, online audio and video resources, and the learning management system, Blackboard (Bb). See also number five, below.

5. As a participant in an online course, you will increase your expertise in communicating via the written word, with a particular appreciation for the difference in communicating via, e.g., text v. email v. a blog post.

6. This course will introduce you to several key sociological theories and, upon completion of the course; you will be able to apply these theories to an understanding of key social issues.

7. The majority of students who enroll in this course will not graduate with a degree in sociology. However, a major feature of this course is to provide you with the information and skills to employ a sociological lens across the life course. Whether it is in your work, with a family situation, in community activities, or simply in reading the news, the key sociological concepts to which you are introduced will provide you with tools to serve, collaborate, and lead in the community of which you are a part.

In addition, the following five discipline-specific outcomes have been identified by the Department of Sociology. Following each departmental outcome, below, you will see the university outcome, numbered as above, with which the departmental outcome is aligned.

1. Describe basic sociological theories.⁶
2. Demonstrate one's "sociological imagination" by connecting personal experience to larger social theory, issues, and/or structure.²
3. Know how to conduct quantitative and/or qualitative sociological research.^{2,4,5,6}
4. Locate and assess relevant scholarly literature on a sociological topic.^{4,5}
5. Understand the complexities of social diversity, especially race, ethnicity, class, gender, and nationality.^{1,3}

In addition, your experience with this course will enable you to become an engaged and reflective lifelong learner.

The below course objectives are specific, measurable objectives aimed at insuring that each student who successfully completes the course has achieved departmental learning outcomes; specifically outcomes one, two, and five.

Each student who successfully completes this course will be able to:

- identify and explain key sociological theories;
- explain and apply the sociological imagination; and
- explain the role diversity plays in complex social relationships.

TEXTS AND REQUIRED MATERIALS

Exploring the Architecture of Everyday Life, 9th Ed. David Newman. 2012. Pine Forge Press.
Additional required reading, viewing, or listening may be made available online or via email.

Should you choose to obtain your text from someone other than the Hamline University bookstore, be certain that you obtain the correct edition of the primary text and not a different edition or the reader!

COURSE FEES OR ADDITIONAL EXPENSES

None

GRADING PROCEDURES

Blog	40%
Quizzes	30%
Cumulative Final Examination	30%

LATE ASSIGNMENTS OR PAPERS

While late work is generally not accepted, situations do arise in which this cannot be avoided (e.g., a death in the family). Situations in which you are unable to complete your work on time will be handled on a case by case basis and may result in a grade penalty.

ACADEMIC HONESTY

Please visit this site: <http://www.hamline.edu/Content.aspx?id=2147487457> for information regarding the Academic Honor Code of the College of Liberal Arts.

ATTENDANCE

In the online environment, completion of blog assignments and quizzes functions as a record of your attendance.

ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Hamline University provides reasonable accommodations for individuals with documented disabilities. If you believe you require accommodation, you must provide documentation and have scheduled an appointment with the Disability Resources Director (651.523.2521) at least two weeks before the course began. As a faculty member I can make no provisions regarding disability accommodations without proper authorization. I am more than willing to assist you as needed, but you must be proactive in addressing your needs. You may also find it useful to visit:

<http://www.hamline.edu/offices/disability-services/>.

CRITICAL INFORMATION REGARDING THE ONLINE COURSE – READ VERY CLOSELY

Although you are required to read the entire syllabus carefully, please pay particular attention to the material in this section. Because of the accelerated nature of summer terms, you will have to be highly organized to complete this course. Incompletes will not be available to those who simply let themselves get behind. To be successful, you should get a clean calendar page(s) for the period of the term and schedule the designated time each day that you will complete your work for this course. Do this just as you might write, “Class, 9-12” on each M-Th because you were required to be in the classroom during that time and allocate reading time as well. Scheduling block(s) of time during which you will complete the work for the course is the first step toward successful completion of the course.

Please do not confuse the fact that this course is conducted in an online environment with courses that are “self-paced.” As explained below, you are required to complete the requirements for this course within a very specific time frame. You will not be able to rush through the course, completing it within the first couple of days/weeks. Neither will you be able to procrastinate and complete the course in the last couple of days/weeks. If you were attracted to the online environment because you think it will be less work and you can do it all in an hour or at the last minute, I strongly recommend that you reconsider your enrollment in the course. To be successful, you must have several hours each day to devote to the course, just as if you were sitting in the classroom on campus – minus the travel time!

For this course, depending upon how quickly you read, compose, and keyboard, you will likely need to spend 3-6 hours a day on the course, just like a short-term course that takes place in the classroom. I strongly encourage students who have not yet taken an online course to complete a self-evaluation of your potential for success in an online teaching/learning environment. Visit: <http://www.minnesotaonline.org/students/distancelearningquiz.php>.

Blackboard (Bb)

If you have questions or concerns about your computer and/or software, please visit the Help Desk in the basement of Bush Library or consult their webpage for more info, <http://www.hamline.edu/helpdesk>. Failure to have a reliable connection is *not* an acceptable excuse for late work. Once you have successfully logged in you should see, “Welcome, <yourname>” and this class listed as one of your courses. Click on our course link and you are “in. I encourage you to “play around” with Bb as soon as you have a chance, just to make sure that you can access it without difficulty. Problems? Let me know as soon as possible! Also, for those of you with iPads, there is a Bb app that can be purchased. If you choose to use this option for accessing the course and run into technical problems, please let me know. You are advised *not* to take quizzes or the final exam using a mobile device.

Content

A Bb area labeled “Content” contains folders, each of which is labeled for a given chapter (e.g., Chapter 1). Within each folder are sub-folders, discussed below, with information relevant to that chapter (i.e., Instructor’s Remarks, Supplemental Material, etc.) Each folder will become available at 6:00 pm on the evening before the day of the week for which material has been assigned; i.e., material for chapter two, assigned for Wednesday, 10 July, will become available at 6:00 pm on Tuesday, 9 July. This means that those of you who prefer working in the evening, can work ahead of the day for which the material is assigned. Those of you who prefer to work as if you were coming to class, can work on the actual day of the assignment. Note: All times are Central Daylight Time!

Instructor's Remarks

The "Instructor's Remarks" are *required* reading and, unless you've chosen to read ahead, should be the first task you complete for each chapter's work. Information contained in these remarks is subject to inclusion in quizzes.

Supplemental Material

The "Supplemental Material" folder typically contains a video related to the chapter. Viewing of this material is *required* and is subject to inclusion in quizzes. These are excellent catalysts for additional postings to your blog.

PowerPoint

The "PowerPoint" folder contains a PowerPoint presentation that highlights material from the chapter. While you might find it useful to read through the PowerPoint in advance of your reading, it is provided primarily for you to use as chapter review *after* you've engaged in a thorough reading of the chapter itself. The online material alone will *not* suffice as your reading for a given chapter. Please note that while I have reviewed the PowerPoints for accuracy, they are provided by the publisher and may, on occasion, contain errors. If you find something that you believe to be in error, I would very much appreciate you bringing it to my attention. If you are suspicious about something, do not assume that you must be the one who is mistaken. Authors and publishers have been known to make mistakes! The PowerPoint is not required reading, but is intended to supplement your reading, as you desire.

Blog Info

A Bb area labeled "Blog Info" contains writing assignments. In lieu of a discussion board and other writing assignments, you are required to establish a blog dedicated to the course. Do not be confused by the fact that you may see a "blog" option in Bb. You must use "Blogger" (<http://www.blogger.com/>). You may name the blog anything you wish, provide it is within the bounds of decency, etc. If you do not have a non-Hamline gmail account, you *may* need to create one. Blogger has been temperamental with the use of Hamline gmail accounts. Each assignment, available on Bb, must be completed and posted to your Blogger blog. Do not post anything you are not comfortable having "out there" in cyberspace for all to see. Please label each blog assignment clearly; e.g., Chapter 3 - <a title of your own choosing, if you wish>. Although you are encouraged to be creative with the posting of images, video, etc., please use a "normal" font (e.g., Times, Arial) of a reasonable size and in black. Also, be mindful of attribution for images, video, etc. That is, be careful of copyright restrictions that might exist for material placed on the Internet. Please be sure that you disable comment modification! If you have any questions about setting up the blog, please contact me!

Each required blog assignment is akin to a short paper due by the posted deadline. The blog assignment becomes available at 6 pm on the evening *before* the day of the week in which that chapter is assigned. The blog assignment must be posted by 2 pm on the day of the week for which it is assigned. At 2 pm on that day, the assignment will no longer be available to you. You are well advised to take each assignment seriously. You will *not* receive a letter grade for each individual assignment. Rather, if I have concerns about your work I will contact you. By "have concerns," I mean that you are doing average (i.e., "C") work or below. At the mid-point of the course you will receive a grade for the first half of the blog. In addition, I will post feedback via comments. This should pose no concerns re privacy as it is akin to feedback I might offer verbally in the classroom. Grades will not be posted in comments.

You are also required to read two of your colleagues' blogs each day and post comments, thus engaging with each other as well as with the material. Assignments will be made regarding whose blogs you are to read. This information will be provided during the first few days of the term. The thoughtfulness with which you provide *constructive* feedback to your colleagues will be considered in evaluating your work for the blog component of the course. Comments must be posted by 2 pm of the class day following the day for which the post was assigned.

Examples

Wednesday, 10 July: Blog assignment for chapter 3 (i.e., Blog Assignment 3) becomes available at 6 pm

Thursday, 11 July: Chapter 3 is assigned; Blog Assignment 3 must be posted by 2 pm

Monday, 15 July: Peer comments for Blog Assignment 3 must be posted by 2 pm

Sunday, 21 July: Blog assignment for chapter 8 (i.e., Blog Assignment 8) becomes available at 6 pm.

Monday, 22 July: Chapter 8 is assigned; Blog Assignment 8 must be posted by 2 pm.

Tuesday, 23 July: Peer comments for Blog Assignment 8 must be posted by 2 pm.

The blog serves as the primary mechanism through which I will assess your learning and engagement with the course material and provide feedback. Blog writing is to be given the same care you would give any written work for a university course (i.e., proofread, complete sentences, properly formatted, etc). Please note that you are responsible for keeping track of your obligations. As a general rule, you will not receive reminders about the completion of your work. As adults, you are expected to read the syllabus and manage your time accordingly. You can improve your performance by creating additional posts to your blog. This might be a response to aspects of the material you find particularly interesting – i.e., with which you agree, disagree, find intriguing, etc. You may also post related materials such as links to news stories, videos, etc. You are, of course, free to post as frequently as you like. ***Completing only the assignments is not “A” work.***

For examples of blogs that received high marks, visit these blogs: <http://annaswideanglelens.blogspot.com/>, <http://marie-harmon.blogspot.com/>, and <http://www.sociologyy.blogspot.com/>. You are strongly advised against using their posts to craft your own responses as, aside from the obvious (i.e., cheating) some assignments have been modified. Also, while the blogs, overall, are very good, an individual post may not be one I consider strong work. Think of the blog as a forum within which you are illustrating to the world – and, in particular, to the instructor and to your colleagues - what sociology is all about and, in particular, how it is meaningful to your understanding of the world around you. This is, essentially, an electronic portfolio – albeit in blog format – in which you are conveying your reflection on and understanding of the material.

Quizzes/Final Exam

There will be an online quiz for each chapter. You have 20 minutes to complete each ten-item multiple choice quiz. If you run out of time, keep going. I will monitor those who go over and contact you if I am concerned about repeated quizzes that exceed the time limit. All reading and Bb material is subject to inclusion in the quizzes. Again, as a participant in an online course, it is critically important that you take responsibility for managing your time, pacing your completion of work, etc. Please note that you must have a reliable computer and Internet connection. Wherever you do your work, know that we will deal with any access issues, etc. as they arise. If you run into trouble, send me an email right away and do not panic! Do. Not. Panic.

Each quiz may be accessed only once. Thus, it is *very* important that you do not open a quiz unless you plan to complete it at that time. Quizzes are to be completed without the assistance of any materials, persons, text messages, etc. That is, no notes, no books, no online materials, nothing but your brain. You are on your honor to follow these instructions and to not discuss a quiz with *anyone* until it is no longer available on Bb. Failure to do so will be considered a violation of academic integrity and will be handled in accordance with the Hamline University College of Liberal Arts Honor Code. Questionable circumstances will be reported to the Office of the Dean of the College. Each quiz will become available at 6 am on the day for which the corresponding chapter is assigned and will close at 6 pm on that day.

There will be NO opportunity for making up quizzes. You MUST complete the quiz within the time frame allotted. If you end up with a documented emergency (e.g., hospitalization or a death in the immediate family), we will make necessary arrangements for a make-up. Forgetting about the quiz, being busy at work, attending a wedding, etc. do not constitute emergencies. As with the quizzes, a window of time for completion of the final exam is noted below under “Course Organization.” The exam will consist of three essay questions. You will have two hours to complete the exam. As with the quizzes, the examination is to be completed without the assistance of any materials, persons, text messages, etc. All material from the course is subject to inclusion in the final exam.

Grades

Grades are calculated in a non-competitive manner. That is, you may each earn an A if your work is A caliber. I follow a grading scale where 94-100=A, 90-93=A-, 87-89=B+, 84-86=B, 80-83=B-, etc. Grades are defined as follows: “A” represents work that is outstanding, far above the minimum requirements necessary for completing the course/assignment. “B” represents work that is significantly above the minimum requirements necessary for completing the course/assignment. “C” represents work that meets the basic course/assignments requirements. That is, a “C” grade reflects average work. “D” represents work that is worthy of credit, but does not meet the basic course/assignment requirements. There will be no individual extra credit options in this course. However, anyone who does not feel adequately challenged by the assigned material and desires additional reading, exercises, etc., please see me and we will create other opportunities for your learning.

Other

I strongly advise that assess your other obligations (i.e., other classes, employment, family, athletics, volunteering, etc.) and that, as noted above, you then create a schedule of when you plan to complete your work for this course. It is very easy to procrastinate, thinking that it's more important to be prepared for things in which you must appear in person. Do not make that mistake. You've got to work this course into your personal schedule just as you do a course where you must "show up" in person. Although this may seem complicated, once you get into a "rhythm" you will, I think, find it quite easy to complete your work within the required window of time. If you feel that you need some assistance in thinking about how best to organize your work, please let me know.

If you encounter technical difficulties (e.g., You lose your connection during a quiz), I will help you resolve it as soon as I am able. Just continue with your other work, knowing that there is no penalty to you for my inability to resolve it immediately. Send me an email to let me know of the issue and I'll respond as soon as I am able. Aside from unexpected problems, I will be available via email throughout the course. Rather than holding specific "virtual office hours," send me an email at any time and, barring the unexpected, I will respond within a few hours or first thing the next morning. When contacting me via email, you *must* use your Hamline email account and you *must* put SOC 1110 in the subject line. **I will not open messages from non-Hamline accounts nor those without a subject line.** A word about virtual communication... Please do not misinterpret my emails, which may be reminders or feedback about your work as hostile or "not nice." Also, there has, apparently, been some confusion over why I would point out to students that blog posts must have proper capitalization, punctuation, etc. Any writing for the class (e.g., email, blog posts, and exam answers) is expected to conform to university level work. They are not text messages. Grammar "counts". Complete sentences are expected. For most, if not all, of you, doing all of your coursework in an online environment is new. Please understand that normative expectations for university level work apply. Finally, if you email me with a question or concern, please extend me the courtesy of acknowledging receipt of my response or I'll be left wondering if you ever received it. You can expect the same from me. Thanks!

When you have carefully read the entire syllabus, cut and paste the following and send me an email from your Hamline email account – with SOC 1110 in the subject line - containing this text:

1. As a student registered in Sociology 1110 – Online, I understand that I am required to have read the syllabus closely and carefully. I acknowledge having done so.
2. I understand that if I have any questions regarding the "operation" of the course (e.g., dates, deadlines, procedures), I must first consult the syllabus and determine whether the answer to my question appears therein. If it does not, I will then – in a timely manner – contact the instructor with any and all questions or concerns.
3. I understand that the windows of time for completing quizzes/the final exam and posting blog assignments are firm and I take full responsibility for managing my time such that I can complete my work accordingly.
4. I understand that, as an adult, I bear primary responsibility for insuring that I pay attention to details, manage my time, and complete the work that is required of this course. I understand that the instructor's role is to create opportunities that facilitate my learning and to provide assistance as needed. ///

When I receive the above message, I will acknowledge it via reply. Have fun!

COURSE ORGANIZATION

Monday, 7.8.13 – First Day of Classes

"Zero Day" – Read and re-read (and read again!) the syllabus, get your book, familiarize yourself with Bb, and set up your Blogger account. Blog assignment one is to send me the URL to your blog by 2 pm tomorrow. But, sooner is always appreciated! Get a jump-start on reading. You can *always* choose to read ahead, even without the course materials being available to you on Bb. Go to Bb and read the "Start Here" section in the left sidebar. Visit the "Blog Info" section. Go to the "Discussions" section and post your introduction.

Tuesday, 7.9.13 – Chapter 1, Taking a New Look at a Familiar World

Quiz: Chapter 1 quiz opens at 6 am and closes at 6 pm today.

Blog: Assignment 2 covers chapters one and two. Thus, rather than today, it is due *tomorrow* by 2 pm.

Wednesday, 7.10.13 – Chapter 2, Seeing and Thinking Sociologically

Quiz: Chapter 2 quiz opens at 6 am and closes at 6 pm today.

Blog: Assignment 2 covers chapters one and two. Due by 2 pm today. Again, please keep in mind that all remaining blog assignments are due by 2 pm on the same day for which the material is assigned.

Thursday, 7.11.13 – Chapter 3, Building Reality: The Social Construction of Knowledge

Quiz: Chapter 3 quiz opens at 6 am and closes at 6 pm today.

Blog: Assignment 3 due by 2 pm today.

Peer Comments on Blog Assignment 2 are due by 2 pm today.

Note: Because of what is involved, the blog assignment for chapter 4 will become available this evening.

Monday, 7.15.13 – Chapter 4, Building Order: Culture and History

Quiz: Chapter 4 quiz opens at 6 am and closes at 6 pm today.

Blog: Assignment 4 due by 2 pm today.

Peer Comments on Blog Assignment 3 are due by 2 pm today.

Tuesday, 7.16.13 – Chapter 5, Building Identity: Socialization

Quiz: Chapter 5 quiz opens at 6 am and closes at 6 pm today.

Blog: Assignment 5 due by 2 pm today.

Peer Comments on Blog Assignment 4 are due by 2 pm today.

Wednesday, 7.17.13 – Chapter 6, Supporting Identity: The Presentation of Self

Quiz: Chapter 6 quiz opens at 6 am and closes at 6 pm today.

Blog: Assignment 6 due by 2 pm today.

Peer Comments on Blog Assignment 5 are due by 2 pm today.

Thursday, 7.18.13 – Chapter 7, Building Social Relationships: Intimacy and Families

Quiz: Chapter 7 quiz opens at 6 am and closes at 6 pm today.

Blog: Assignment 7 due by 2 pm today.

Peer Comments on Blog Assignment 6 are due by 2 pm today.

Monday, 7.22.13 – Chapter 8, Constructing Difference: Social Deviance

Quiz: Chapter 8 quiz opens at 6 am and closes at 6 pm today.

Blog: Assignment 8 due by 2 pm today.

Peer Comments on Blog Assignment 7 are due by 2 pm today.

Tuesday, 7.23.13 – Chapter 9, The Structure of Society: Organizations, Social Institutions, and Globalization

Quiz: Chapter 9 quiz opens at 6 am and closes at 6 pm today.

Blog: Assignment 9 due by 2 pm today.

Peer Comments on Blog Assignment 8 are due by 2 pm today.

Wednesday, 7.24.13 – Chapter 10, The Architecture of Stratification: Social Class and Inequality

Quiz: Chapter 10 quiz opens at 6 am and closes at 6 pm today.

Blog: Assignment 10 due by 2 pm today.

Peer Comments on Blog Assignment 9 are due by 2 pm today.

Thursday, 7.25.13 – Chapter 11, The Architecture of Inequality: Race and Ethnicity

Quiz: Chapter 11 quiz opens at 6 am and closes at 6 pm today.

Blog: Assignment 11 due by 2 pm today.

Peer Comments on Blog Assignment 10 are due by 2 pm today.

Monday, 7.29.13 – Chapter 12, The Architecture of Inequality: Sex and Gender

Quiz: Chapter 12 quiz opens at 6 am and closes at 6 pm today.

Blog: Assignment 12 due by 2 pm today.

Peer Comments on Blog Assignment 11 are due by 2 pm today.

Tuesday, 7.30.13 – Chapter 13, Demographic Dynamics: Population Trends

Quiz: Chapter 13 quiz opens at 6 am and closes at 6 pm today.

Blog: Assignment 13 due by 2 pm today.

Peer Comments on Blog Assignment 12 are due by 2 pm today.

Wednesday, 7.31.13 – Chapter 14, Architects of Change: Reconstructing Society

Quiz: Chapter 14 quiz opens at 6 am and closes at 6 pm today.

Blog: Chapter 14 assignment due by 2 pm today.

Peer Comments on Blog Assignment 13 are due by midnight tonight and are not required for Blog Assignment 14.

Thursday, 8.1.13 –Final Examination

Available electronically at 6:00 am. Your exam must be completed no later than 6:00 pm.

Be sure to leave time on your calendar for completion of the final examination!

Questions? Please let me know! Something look amiss? Please let me know!