



northern *State* university

Course Number and Title: Introduction to Sociology
SOC-100-N800T Online
Term: Fall 2018

Instructor Information:

Instructor Name: Kristi Brownfield

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Phone: 605-626-7797

Office: TC 350

Office Hours: Mon: 11AM-2PM / Tue: 8-9AM / Wed: 11AM-12PM / Fri: 11AM-12PM

Other times available by appointment

Course Information:

Catalog Description: Comprehensive study of society, with analysis of group life, and other forces shaping human behavior. The methods, concepts, and applications of sociological knowledge emphasizing culture, interaction, groups, institutions, order, and change.

Course Prerequisites: None

Required Textbooks and Materials:

Giddens, Anthony, Mitchell Duneier, Richard P. Appelbaum, and Deborah Carr. 2017. *Essentials of Sociology*. New York: W.W. Norton & Company, INC. 6th Edition.

Solomon, Rivers. 2017. *An Unkindness of Ghosts*.

Wuthnow, Robert. 2018. *Left Behind: Decline and Rage in Rural America*.

The Giddens et al. text, *Essentials of Sociology*, will be your primary textbook throughout the class. You will NEED to get a copy of this book to pass the class. The other books you will need to complete writing assignments. However owning the books is not necessary so long as you are able to get copies to read (e.g., from the library, from a friend, etc.). There will be copies of all three books on reserve at the Williams Library. The two supplemental texts may be checked out for a 3-day period; the textbook may be borrowed for in-library use for a 2-hour time frame.

Technical Requirements for This Course: Proficiency with word processing programs (Microsoft Word, Google Docs, Open Office, etc.), internet connectivity, access to web camera or microphone, D2L

Response Time Expectations:

E-mail Response Times: M-F: Within 12-16 hours

Weekends: Within 24 hours

Please email me at kristi.brownfield@northern.edu instead of using the D2L email interface. I find the D2L email interface clunky and not user friendly so I would appreciate if you simply emailed me directly instead.

Grading Response Times: 2-3 days

Course Goals and Objectives:

The objectives for this course are:

Students will be able to: (a) demonstrate knowledge of basic sociological concepts about social processes (e.g., socialization, deviance, social control, and stratification by class, gender, and race) and social institutions (e.g., the family, religion, and the state); (b) summarize theoretical or explanatory arguments in sociology; (c) apply these arguments to contemporary events or personal experience; and (d) display knowledge of cultural, class, religious, and other differences within and between societies.

The goals for this course are:

You will be able to understand the methods, concepts, and applications of sociological knowledge emphasizing culture, interaction, groups, institutions, order, and change. Sociology is something you have been and will be doing your entire life – even if you didn’t know it! Sociology is the study of people, groups, interaction, and the things people produce. That means anytime you ask a question – from “why was the new Transformers movie so bad?” to “why do women get paid less than men?” – you are engaging in Sociology. This class is about realizing what you’ve always been doing and learning how to do it more frequently.

Instructional Methods:

This is a class in which you will be doing a lot of writing. As an online class, you will need to be very (a) self-directed and (b) disciplined about doing the work. I am here to facilitate your learning and will be available as much as possible to help; however ultimately whether you pass or fail this class will rely on your dedication to completing the assignments. Learning on-line may be a very different environment for many of you. You will generally set your own schedules except for assignment deadlines, participate in class activities at your convenience, and work at your own pace. You may require some additional time online during the first few weeks while you adjust to the online format. You may feel overwhelmed at first but it will get better.

Tools for Interaction:

The tools used for interacting with students include:

Discussion Boards: part of your weekly assignments

Chat / Collaborate Ultra: available for office hours

Email

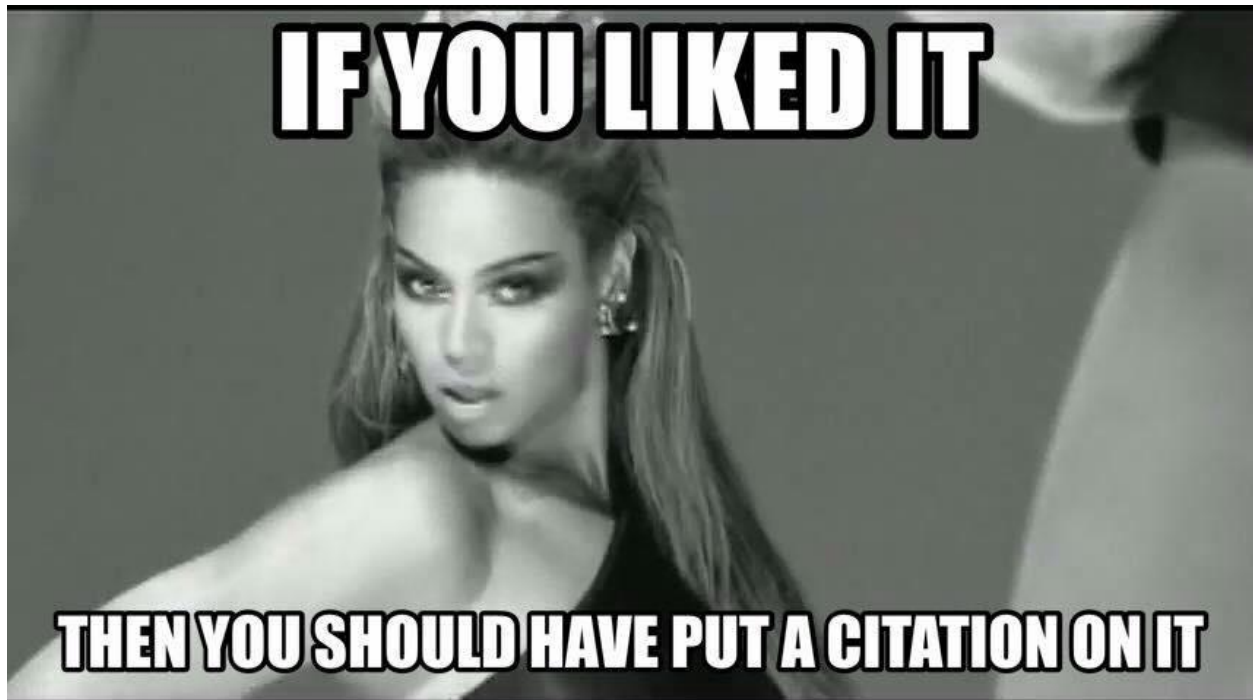
Adulting (Or How to Be Successful in This Class):

The trick to being successful in this class is to treat the course as a marathon and not a sprint. A sprinter wins by providing a burst of energy in a short period of time. Students who are “sprinters” tend to do all of the work in the course quickly (usually at the last minute). To be a successful marathon runner, you need to train consistently and keep working in a sustained manner; that means making sure you’re running every day. Apply that principle to this course –

do a little bit of the work consistently until you've finished the assignments each week. The course structure is designed to help you do that by having new content open each week and the assignments for that week (typically reading responses/comments and chapter quizzes) due that week. I realize some students would like to work "ahead" and get done with the assignments rather than having stricter deadlines. However, what I've learned through teaching face-to-face and teaching online is that students tend to become "sprinters" without staggered deadlines and the work "sprinters" turn in tends to be lacking quality.

A second guideline to keep in mind is that you *do not have to be afraid to ask for help!* That's what I (and your classmates) are there for. If there's something you don't understand, please feel free to ask and we will figure it out together. If you need accommodations, such as extra time on exams, **please** contact the Disability Office ASAP (further information about this is available later in the syllabus). Everyone here at NSU wants you to succeed in this course! Unfortunately, none of us are mind-readers so we will not know if anything is wrong unless you tell us. So please feel free to get in touch with me ASAP if a problem is occurring. I'm happy to work with you as needed. However, if something comes up in February and you find yourself struggling but you don't email or call me about it until the end of April – that's probably too late. Please be aware you can ask for help if you need it – but also be sure to ask *as soon as you need it*.

The third guideline I want everyone to remember can easily be summed up in gif format:



GIF taken from the Facebook Group SAS [<https://www.facebook.com/academicssay/posts/1890762834478838:0>]; original picture taken from: Single Ladies, I Am...Sasha Fierce, Thaddus Harrell, Terius Knowles, Beyonce, Hash, Terius, Columbia Records, 2008, Recording. Plagiarism is unacceptable in this course. So how is plagiarism defined? The most basic definition of plagiarism that everyone is likely familiar with is simply taking another person's words and passing them off as your own. For example, if I hadn't given you the reference of

where I found the Beyoncé gif? That would be plagiarism! But plagiarism is actually more complex than simply copying and pasting someone else's words. Plagiarism can also include:

- (a) Paraphrasing another's words without citation
- (b) Paraphrasing or copying work you have done yourself in other papers or classes without citation (Yes! You can plagiarize yourself!)

Any instances of plagiarism in this class will result in a zero on that particular assignment (for more information on specific consequences for this action, please see the "Academic Dishonesty" section). If I see that you have made a good faith effort to cite or source the information you are using, even if you are using the incorrect citation format that is *not* plagiarism; that's simply incorrect citation. You might lose a few points for getting the citation wrong – but you will not fail the assignment. For more information on how to properly cite things in this course, please feel free to check out the "Writing Tips" document that you can find under the "Writing for Sociology" module.

The final thing to keep in mind for this class is that I use a standard 5-point scale for grading (A,B,C,D,F). What do each of these demonstrate?

A: Exceptional work, developed critical thinking and analytical skills, willingness to incorporate material and content not already included as part of the assignment or course, ease of ability to apply the assigned concepts to practical examples not included as part of the course, going above and beyond what the assignment requires

B: Excellent work, shows a critical understanding of the assigned concepts, able to begin to apply the assigned concepts to other course material, going beyond what the assignment requires

C: Average work, shows an understanding of the assigned concepts and is able to apply those concepts to course material, does the minimum amount of work required by the assignment

D: Below average work, does not show an understanding of the assigned concepts OR does not show an ability to apply the assigned concepts, some portions of the assigned work likely not completed

F: Failing work, does not show an understanding of the assigned concepts AND does not show an ability to apply the assigned concepts, the majority of the requirements of the assigned work are not completed or fulfilled; alternately, the assignment includes some form of plagiarism

If you aren't happy with a grade you receive on an assignment, look at the comments on that assignment and refer back to this scale. Did you miss a part of the assignment? Did you bring in practical examples that weren't discussed in the course material? Did you get a concept wrong? Use this scale as a guideline to figure out how best to approach your assignments and remember that a "C" is not actually a bad grade – it shows you completed the assignment as asked. A "C" is the average grade. Papers will have a specific and more comprehensive grading rubric to follow; you can use this as a guideline for the broader class.

Attendance Policy:

As this is an online course, attendance is largely "taken" through your weekly participation in the discussion board. Simply logging in to D2L is insufficient to verify your attendance within this course.

All students are required to complete the online “Attendance Confirmation” through WebAdvisor at the start of the fall and spring semester. No Financial Aid refunds will be processed until Attendance Confirmation is completed and registrations will be cancelled if not done by Friday August 31, 2018.

Tuition and fees must be paid in full by Friday August 31, 2018.

Please contact the Finance Office in the Krikac Administration Building, (605)626-2566 or email nsstudentaccounts@northern.edu if you have any questions.

Academic Success Support/Starfish:

As your instructor, I am personally committed to supporting YOUR academic success in this course. For that reason, if you demonstrate any academic performance or behavioral problems which may impede your success, I will personally discuss and attempt to resolve the issue with you. I may also refer your case using Starfish, which is an online student success program. Starfish will allow me to send you various performance updates, concerns, and referrals. If you receive a “flag” in Starfish, please come see me or seek assistance and support from your advisor or other resource staff member on campus. Please make sure to update your Starfish profile at the beginning of each semester (including a photo and up-to-date contact information). The Starfish link is located in D2L at the very top left corner of the homepage. My goal is to make your learning experience in this course as meaningful and successful as possible.

If you have questions regarding Starfish, please contact the Student Success Center at 605.626.2633 or university.college@northern.edu.

Academic Dishonesty:

Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State University's policy and procedures on cheating and academic dishonesty as outlined in the Northern State University Student Handbook apply to this course. The consequences for cheating and academic dishonesty in this class include receiving no or reduced credit for the assignment and failing the course. Students may also fail the course after receiving failing or reduced grades for affected assignments.

Above all, be sure that everything you write is in your own words. When you do use the words and ideas of others, cite them properly. Passing other's words and ideas off as your own is dishonest and the essence of plagiarism. Stick to your primary sources, and your analysis of them, and you'll be fine. See Chapter 3 of Storey and the Northern State University Student Handbook regarding plagiarism and other forms of academic dishonesty. The consequence for cheating and academic dishonesty in this class is: (a) for the first offense, receiving a zero on that assignment and (b) for a second offense, failing this course.

Evaluation and Assignments:

Exam 1: 50 points (10% of grade)

Exam 2: 50 points (10% of grade)

Exam 3: 50 points (10% of grade)

Reading Responses: 10 points each x 15 times = 150 points (30% of grade)

Analysis Papers: 30 points each x 3 times = 90 points (18% of grade)

Group Activities: 100 points (20% of grade)

Syllabus Quiz: 10 points (2% of grade)

Total possible points: 500 points

Grading Scale:

450 or above – A

400 to 449 – B

350 to 399 – C

300 to 347 – D

299 or below – F

Exams:

You will have three exams throughout the semester. Each exam will be worth 50 points. These exams are not comprehensive. You will be given a 24-hour time span to complete the exams online. Once you start the exam, you will have 75 minutes to complete it. *Should you need exam accommodations, please contact Doris Stusiak as soon as possible once the semester starts!*

Exams will be short answer and ask you to discuss and apply the concepts you have learned in each unit. We will be using Respondus Lockdown Browser for exams so please check OS and browser compatibility (hint: Chrome OS is NOT compatible). Exams will be short answer and ask you to discuss and apply the concepts you have learned in each unit. If you have a university-approved reason that you will not be able to take the exam during the scheduled time periods, **please let me know ASAP** so we can schedule you an alternate exam time!

Exam 1: opens Thursday 09/20, 9am; closes Friday 09/21; 9am

Exam 2: opens Thursday 10/25, 9am; closes Friday 10/26, 9am

Exam 3: opens Thursday 12/06, 9am; closes Friday 12/07, 9am

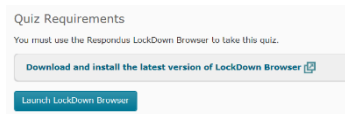
Using LockDown Browser and webcam (Respondus Monitor) for Online Exams

This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer or can be the type that plugs in with a USB cable.

Watch this [short video](http://www.respondus.com/products/lockdown-browser/student-movie.shtml) [http://www.respondus.com/products/lockdown-browser/student-movie.shtml] to get a basic understanding of LockDown Browser and the webcam feature. A student [Lockdown Browser & Monitor Quick Start Guide](http://www.respondus.com/downloads/RLDB-Quick-Start-Guide-D2L-Student.pdf) [http://www.respondus.com/downloads/RLDB-Quick-Start-Guide-D2L-Student.pdf] is also available.

To download and install LockDown Browser: Open a quiz that requires the use of the Respondus Lockdown Browser. Download and install the latest version of the LockDown Browser.

To ensure LockDown Browser and the webcam are set up properly, do the following:



- Start LockDown Browser, log in with your BORIS credentials.
- Locate and select the **Help Center** button on the LockDown Browser toolbar.
- Run the **Webcam Check** and **System and Network Check**, if necessary, resolve any issues.
- Exit the Help Center and locate the practice quiz named **Respondus Practice Quiz**.
 - Follow Steps 1-5. At this point the Startup Sequence for the webcam begins.
 - You will first need to review and agree to the Terms of Use.
 - The Webcam Check will confirm that your webcam and microphone are working properly. The first time the Webcam Check is performed on a computer, Adobe Flash Player will require you to select Allow and Remember.
 - The remaining steps of the Startup Sequence will depend on settings chosen by your instructor.
 - Follow the instruction and note your progress along the top of the screen. If you encounter a problem, select the *It's not working link* for troubleshooting tips.
- Upon completing and submitting the practice quiz, exit LockDown Browser.

When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:

- Ensure you're in a location where you won't be interrupted
- Turn off all other devices (e.g. tablets, phones, second computers)
- Clear your desk of all external materials not permitted — books, papers, other devices
- Have your student ID available
- Remain at your computer for the duration of the test
- If the computer or networking environment is different than what was tested above, repeat the Webcam and System checks prior to starting the test
- To produce a good webcam video, do the following:
 - Avoid wearing baseball caps or hats with brims
 - Ensure your computer or tablet is on a firm surface (a desk or table) — not on your lap, a bed, or other surface that might move
 - If using a built-in webcam, avoid tilting the screen after the webcam setup is complete
 - Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

Reading Responses:

Students are expected to finish all the readings and participate in the discussion of the reading materials in class. Everyone is expected to write a **200-word** response analyzing aspects of the readings due by 9am on Fridays. Some suggested topics to write about:

Questions the readings raised for you

Videos, articles, or other interesting internet-based material that is related to the readings (along with a discussion of how they are related)

Applying sociological theories and ideas in the readings to your life (e.g., how you act, popular culture you consume, etc.)

Responses and thoughts – connected to the readings – to things other people have posted to the group

You are required to post **thirteen times** over the course of the semester. These assignments are read and will be given comments to help you improve your analytical abilities but will be solely graded on the following criteria:

- (a) Does the writing assignment meet the required length?
- (b) Does the writing assignment address the some aspect of the readings?

If both (a) and (b) are complete, you will receive the full ten points. If, for example, (b) is complete but you only write 180 words, you will receive partial credit. If (a) is complete but your writing does not address the topic, you will receive partial credit. You will receive a zero for weeks in which the assignment is not completed. The other twenty points for reading responses will come from **two comment reply posts** you must also make. Each student must make a minimum of **two 200-word** replies to another student's reading response. These comments responses may not be to the same student or posted during the same module. For example, you may not respond to Jane Doe twice OR respond to both Jane Doe and John Doe during the "Globalization" module. **Threads close at the due date (Fridays at 9am)**. If you want to turn in a late reading response or comment, you will need to email that to me to receive credit.

Analysis Papers:

There will be three long writing assignments (500-750 words) throughout the semester in which you will be asked to apply concepts you've learned in class. Questions that **might** be asked include: (a) what concepts are present? (b) why do you think so? (c) how does it affect your understanding of the books? (d) how are these books "sociological"? These analysis papers will be worth 30 points each for a total of 90 points; you will be given a week to write each essay. These are formal writing assignments and I expect you to follow the writing formats requested as well as turn them in after they have been edited for spelling, grammar, and citations. *I will take off points for assignments that have obviously not been proofread.*

Your analyses will be due:

Paper 1: *Unkindness of Ghosts*; Rivers Solomon; **due Friday September 7, 9am**

Paper 2: *13th*; a Netflix documentary (if you do not have a Netflix account, contact me ASAP); **due Friday October 12, 9am**

Paper 3: *Left Behind*; Robert Wuthnow; **due Friday November 16, 9am**

Group Activities:

You will be asked to complete three group projects throughout the semester totaling 100 points across the semester. Groups will be assigned by the instructor and will be limited to groups of 3. Each project's final product will be worth 20 points. Students will receive an individual 10-point participation grade that measures the amount of work on the project displayed by the student. So, if 2 people in a 3-person group do all the work, they will receive a 10/10 participation score while the 3rd person will receive a zero. The final ten points will be for a final presentation of your group work to the full class.

Project 1: Using Your Sociological Imagination; opens Monday Aug 20; due **Friday Sept 14, 9am** (20 points for the project + 10 points participation = 30 points)

Project 2: Stratification, Status, and Inequality; opens Friday Sept 14; due **Friday Oct 19, 9am** (20 points for the project + 10 points participation = 30 points)

Project 3: Social Institutions; opens Friday Oct 19; due **Monday Nov 26, 9am** (20 points for the project + 10 points participation = 30 points)

Final Project Presentation: opens Friday Nov 23; due **Monday Dec 3, 9am** (10 points)

I ask that students turn their work in digitally through D2L. If you have issues uploading or accessing D2L, you may also email an attached copy of your work to [kristi.brownfield@northern.edu]. All work should be sent by 9:00am on the day that it is due.

If you are hospitalized or have a family emergency, you must contact me prior to the date and time set for the assignment. In the case of illness or family emergency, documentation will be required. Late assignments will be accepted **up to 72-hours after the deadline** but the total points possible for an assignment will be **docked 20% for each 24-hour period late**. For example, if a paper is due on Friday at 9am and you turn it in Friday at 9pm, the highest grade you could potentially receive on that paper is an 80% due to the 20% point reduction.

Student Expectations:

It is vitally important that you play an active role in the learning process. As a result, your participation in class discussions threads is required.

The 4 P's of student involvement in class are:

1. Preparation (read the assigned material)
2. Presence (routinely log in to D2L and attend class)
3. Promptness (post thoughts, ideas, comments, etc. regularly) and
4. Participation (get actively involved).

The student is expected to participate in the course via e-mail exchanges (or other communication) with the instructor, by reading the assigned readings, submitting comments to the discussion forums, submitting assignments, and completing assignments in a timely fashion. Students are expected to check their e-mails daily and the announcements at least every 48 hours.

ADA Statement:

Northern State University is committed to providing reasonable accommodation for students with physical, learning, mental health and/or other types of disabilities. Accommodations for students with disabilities are made only in consultation with the Director of Disability Services. If you believe you have a disability, either temporary or permanent, requiring accommodation, contact Doris Stusiak (contact information below). NSU can show you how to secure proper documentation and help you arrange appropriate accommodations as mandated by the Americans with Disabilities Act.

Doris Stusiak, Director of Disability Services
Student Center Room 240 – 2nd Floor
Phone 605-626-2371

Fax 605-626-3399

Email Doris.Stusiak@northern.edu

Diversity Statement:

Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all. During the semester students will be able to share thoughts, opinions, and beliefs about their own experiences. We will also read articles and books that will offer academic perspectives. The differences in these perspectives will add depth and richness to this course. Please be respectful of those differences. Here are some ground rules for discussion I expect people to follow in class:

Freedom in Learning:

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.

Tentative Course Schedule:

The tentative schedule for this course is outlined below. Please note, the instructor reserves the right to modify the schedule at any time.

UNIT DATES	TOPIC WITH ACTIVITIES & OBJECTIVES	ASSESSMENT & DUE DATES
Aug 20-24 / Week 1	Course introduction / Introduction to Sociology	Aug 24: syllabus quiz, reading response 1, comment
Aug 24-31 / Week 2	Culture	Aug 31: reading response 2, comment
Aug 31-Sept 7 / Week 3	Culture and Socialization	Sept 7: paper 1, reading response 3, comment
Sept 7-Sept 14 / Week 4	Internet and Technology	Sept 14: group project 1, reading response 4, comment
Sept 14-Sept 21 / Week 5	Global Inequality	Sept 21: exam 1, reading response 5, comment
Sept 21-Sept 28 / Week 6	Race/Ethnicity	Sept 28: reading response 6, comment
Sept 28-Oct 5 / Week 7	Gender	Oct 5: reading response 7, comment

UNIT DATES	TOPIC WITH ACTIVITIES & OBJECTIVES	ASSESSMENT & DUE DATES
Oct 5-Oct 12 / Week 8	Conformity, Deviance, Crime, and Punishment	Oct 12: paper 2, reading response 8, comment
Oct 12-Oct 19 / Week 9	Health, the Body, and Sexuality	Oct 19: group project 2, reading response 9, comment
Oct 19-Oct 26 / Week 10	Families and Intimate Relationships	Oct 26: exam 2, reading response 10, comment
Oct 26-Nov 2 / Week 11	Education and Religion	Nov 2: reading response 11, comment
Nov 2-Nov 9 / Week 12	Politics and the Economy	Nov 9: reading response 12, comment
Nov 9-Nov 16 / Week 13	Globalization	Nov 16: paper 3, reading response 13, comment
Nov 16-Nov 23 / Week 14	Urbanization, Population, and the Environment	Nov 23: reading response 14, comment
Nov 23-Fri Dec 7 / Week 15/16	Synthesis	Nov 26: group project 3 Nov 30: reading response 15, comment Dec 3: group presentation Dec 7: exam 3

Technical Support

NET Services is your contact for any technical support, including Desire2Learn, needed for your course. Contact information is below.

Phone: 1-605-626-2283

Email: help@northern.edu

Location: Tech Center 148