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Course Guide

Independent
Study | in Idaho

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Sociology 101 Introduction to Sociology

University of Idaho
3 Semester-Hour Credits

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Table of Contents

Welcome!.....	1
Course Description.....	1
Course Materials.....	1
Additional Course Requirements.....	2
Course Delivery.....	2
Course Introduction.....	2
Course Objectives.....	2
Lessons.....	2
Exams.....	4
Grading.....	4
About the Course Developer.....	6
Contacting Your Instructor.....	6
Assignment Submission Log.....	7
Lesson 1: The Sociological Imagination.....	8
Lesson 2: Culture.....	11
Lesson 3: Socialization.....	13
Lesson 4: Sociological Research.....	15
Exam 1 Information: Covers Lessons 1–4.....	18
Lesson 5: Social Structure and Interaction.....	19
Lesson 6: Deviance.....	21
Lesson 7: Families.....	23
Lesson 8: Education and Religion.....	25
Exam 2 Information: Covers Lessons 5–8.....	27
Lesson 9: Social Class.....	28
Lesson 10: Gender and Sexuality.....	30
Lesson 11: Race and Ethnicity.....	32
Lesson 12: Social Change.....	34
Final Exam Information: Covers Lessons 9–12.....	36

Soc 101: Introduction to Sociology

3 Semester-Hour Credits: U of I

Welcome!

Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course, including the course description, course materials, course objectives, and information about lessons, exams, and grading.

Policies and Procedures

Refer to the ISI website at www.uidaho.edu/isi and select *Students* for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

Course Description

Soc 101: Introduction to Sociology (3 U of I)

Basic theories, concepts, and processes involved in the scientific study of society; includes socialization, culture, sociological research, social class, family, religion, deviance, gender, race, and social class. U-Idaho students: May be used as core credit in J-3-d.

Required: 12 graded lessons, 3 graded exams

Recommended: Internet access

Course Materials

Required Course Materials

The textbook is available in eBook and is custom made for Soc 101 by McGraw-Hill.

EBook (access online or download)

If you buy the eBook from McGraw-Hill Create™, you may either download it to a device, such as an eBook reader or computer or access it online. It is recommended that you download the eBook, which will give you access to the eBook until you delete it. Online in-the-cloud access to the book is good for **only one year**.

Witt, John. Custom **eBook** SOC 101 Textbook, *Introduction to Sociology*. New York: McGraw-Hill Create™ eBook, 2019. Online, Download. **ISBN-9781307461985**

Instructions for purchasing the eBook online. (Instructions with more detail are in your course on BbLearn.)

1. Go to <https://create.mheducation.com/shop/#/catalog/details/?isbn=9781307461985>
2. Search for and select book by Title, ISBN, Author, or State/School.
Title: Introduction to Sociology; ISBN: **9781307461985**; State/School (Univ Of Idaho-moscow).
Instructor: **Shawna Huggins**
3. Add the book to your cart and pay using a credit card or access code.

Recommended Course Materials

- A computer with Internet access.
- Access to television with DVD or VCR capabilities and access to DVD or VCR rentals. You may also be able to access the movies on your computer via internet movie providers

Course Delivery

This course is available online and in print. An electronic course guide is accessible through Blackboard at no additional cost. Refer to your *Registration Confirmation Letter* for instructions on how to access the electronic version through Blackboard. A printed course guide maybe purchased from the University of Idaho Bookstore.

Course Introduction

Welcome to Sociology 101, Introduction to Sociology. This is a three-credit survey and skills course consisting of twelve graded lessons and three exams. It is a survey course because you will become acquainted with the basic concepts used by sociologists to explain society and social interaction. It is a skills course because it will provide you with a unique perspective for understanding our social world, and the skills to apply sociological principles to your own life.

In an era of rapid and pervasive social change, the acquisition of sociological skills is invaluable and empowering. Some of the topics covered in this course include culture, socialization, gender roles, family, deviance, race and ethnicity, and social class. As in most courses, you will be asked to read the textbook, write essays, and take tests, but you will also get the chance to watch and interpret blockbuster movies. Please feel free to contact the instructor with any questions or concerns. Have fun and enjoy the course!

Course Objectives

- Explore sociology as a science and understand how it is used
- Distinguish between sociology and common sense
- Look at the world with a sociological perspective
- Survey the range of topics that interest sociologists
- Develop critical thinking skills
- Improve written communication skills by following the Guidelines for Written Assignments for this course
- Gain an appreciation for the variety and diversity of society

Lessons

- **Overview**
- Each lesson includes the following components:
- lesson objectives
- reading assignment
- (pop quiz): *self-study* assignment
- important terms
- lecture
- written assignment

Study Hints:

- Keep a copy of every assignment submitted.

- Complete all reading assignments.
- Set a schedule allowing for course completion one month before your personal deadline. An *Assignment Submission Log* is provided for this purpose.
- Web pages and URL links in the World Wide Web are continuously changing. Contact your instructor if you find a broken Web page or URL.
- I encourage you to complete the *self-study* Pop Quiz at the end of each chapter before you write your essays. Do **not** submit the Pop Quiz to your instructor. It is not graded, but provides information necessary for essays and exams.
- Look at the FOR REVIEW questions at the end of every chapter.
- Read the *Sociology as a Verb* section in every chapter.
- Chapters in the textbook must be read thoroughly.
- The written assignments comprise 45 percent of the final grade for this course. It is imperative to follow the guidelines below on how to write a strong essay.

Refer to the **Course Rules** in BbLearn for further details on assignment requirements and submission.

Guidelines for Written Assignments

Essays will be evaluated on the student's ability to state the answer clearly, give an appropriate example, and discuss the relevance of the term or concept to the study of society. The best answers will include examples and discussions of the relevant terms and concepts addressed by the questions.

To help you get the most out of your essays, use the formula of **state, show, and explain**.

- **State** the answer to the essay question using the appropriate sociological concepts or issues.
- **Show** or illustrate the concept or issue by using an example from the world around you.
- **Explain** why this concept or issue is relevant to the study of society. In other words, why do sociologists study this issue or concept?

Font/Spacing: Please use 12 points Arial, double space.

Page Heading: Each lesson must include a heading in the upper left corner as follows:

Your first and last name
Today's Date
SOC 101
Lesson #

Essay Heading: Please include the assigned question as the title to your essay. For example, when preparing lesson one for submission, follow this format:

1. Explain what the author of your textbook means when he states in the opening paragraph on page 14, "We need one another."
2. *Insert your essay here.*
3. Why are you a college student? In your answer, address the social factors, influences, and resources that enabled this path.
- 4.

Insert your essay here.

3a. Standard Essay: What is the difference between private troubles and public issues? Illustrate your answers with specific examples of each. Use real-life examples from your community.

Insert your essay here.

OR

3b. Reel Talk: Watch a movie from the list on page 14. Use examples from this movie to answer the following question: What is the difference between private troubles and public issues?

Insert your essay here.

Essay length: Your essay must be long enough to meet the criteria of state, show, explain. We do not get the benefit of in-class discussion. This is your opportunity to show me you understand the material. Use it well.

In addition, essays must be written using proper punctuation, grammar, and spelling. Many errors can be caught with a simple proofread. Please send in only your best work. Plagiarism will not be tolerated. For the University of Idaho's rules on plagiarism, see the *Student Code of Conduct* policy at www.webs.uidaho.edu/fsh, the *Faculty-Staff Handbook*, Chapter 2: Student Affairs Policies, Student Code of Conduct, 2300, Article II, Academic Honesty.

Helpful Hints

- If this is your first time taking a self-paced distance education course, you may find learning the material from the textbook without attending in-class lectures to be difficult at first. I went through the same thing. Do not give up. You'll find that learning to use a textbook as the primary source is an invaluable skill.
- Your textbook has inserts of helpful information on nearly every page. Please read these inserts as you come to them.

Multimedia Assignments

Students will be given the option throughout the course to view and write about several movies. The movies will illustrate the concepts we are studying in each chapter. Student understanding of the concepts illustrated by the videos/movies should be demonstrated in essays. Please note that a few of the movies may be disturbing to some students. For this reason, movie assignments are self-selected.

Exams

Overview

- You must wait for grades and comments on lessons prior to taking each subsequent exam.
- For your instructor's exam guidelines, refer to the **Course Rules** in BbLearn.

Refer to *Grading* for specific information on assignment/exam points and percentages.

Grading

The course grade will be based upon the following considerations:

Twelve lessons (20 points each) 45% of final grade = 240 points

Three exams (100 points each) 55% of final grade = 300 points
540 total points possible

Final Grade	Points Earned	Percentage Earned
A	486–540	90–100%
B	432–485	80–89%
C	378–431	70–79%
D	324–377	60–69%
F	0–323	Below 60%

Lessons will be awarded grades as follows:

A: This grade will be given to essay answers that state the answer clearly, illustrate with appropriate examples, and discuss the relevance of the term or concept. **A** papers will be relatively free of spelling, grammar, and punctuation errors. On Bblearn an A grade is between 18-20 points.

B: This grade will be assigned to essay answers that use the formula of **state, show, and explain**, but are missing a clear understanding of the term or concept. **B** papers will have some errors in spelling, grammar, punctuation. On Bblearn a B grade is between 16-17 points.

C: This grade will be assigned to essays that show a weak understanding of the concept or term and may be missing one of the three steps of **state, show, and explain**, and/or show a lack of proofreading. On Bblearn a C grade is between 14-15 points.

D: This grade will be assigned to papers showing limited or no understanding of the concepts or terms. On Bblearn a D grade is between 12-13 points.

F: This grade will be assigned to papers that show no informed discussion of the material. On Bblearn an F grade is 11 points or less.

Submissions that do not meet the font/spacing or lesson and essay heading requirements will be penalized five points.

Rewrites are not an option.

Exams will be 55 percent of the final course grade. Each exam is worth 100 points. Each exam consists of 35 multiple-choice questions worth 2 points each, and three essay questions worth 10 points each. Essays must be written in blue or black ink. Exam essays are evaluated on their inclusion of the state, show, explain formula that is required on all essays in this course. Note: Students must earn a **minimum** of 225 points on the exams combined (a C average) to pass the course.

The final course grade is issued after all lessons and exams have been graded.

Acts of academic dishonesty, including cheating or plagiarism, are considered a very serious transgression and may result in a grade of F for the course.

About the Course Developer

Shawna Huggins has been an instructor for Independent Study in Idaho since 1994. She also teaches courses at Southern Oregon University and provides seminars on SAT and college prep for local high schools. She tutors students of all ages in most academic subjects. Shawna is happiest when she is learning something new, so she enjoys the access to information afforded by the Internet. Shawna earned her baccalaureate in sociology/anthropology at Southern Oregon University in 1989, and her Master of Arts in sociology at Washington State University in 1992.

Ms. Huggins wishes to acknowledge and thank Nandini Acharya at McGraw-Hill Education Permissions Department for permission to use chapter terms and objectives from Jon Witt's SOC 2012 for this syllabus.

Contacting Your Instructor

Instructor contact information is posted on your BbLearn site under *Course Rules*.

<u>Assignment Submission Log</u>				
Lesson	Projected Date for Completion	Date Submitted	Grade Received	Cumulative Point Totals
1				
2				
3				
4				
It is time to take Exam 1.				
Exam 1				
5				
6				
7				
8				
It is time to take Exam 2.				
Exam 2				
9				
10				
11				
12				
It is time to take the Final Exam.				
Final Exam				

Lesson 1

The Sociological Imagination

Lesson Objectives

After completing this lesson, you should be able to:

- Define and apply the sociological perspective.
- Define sociology as a social science.
- Distinguish between sociology and common sense.
- Identify the major sociological perspectives.
- Define and apply the sociological imagination.

Reading Assignment

Introduction to Sociology, Chapter 1, “The Sociological Imagination”

Pop Quiz & For Review

After reading Chapter 1, and before you write your essays, study the *For Review* questions and then complete the *Pop Quiz*. Both *For Review* and *Pop Quiz* can be found at the end of the chapter.

Important Terms

agency	private troubles	sociology
anomie	public issues	theory
conflict perspective	globalization	
functionalist perspective	science	applied sociology
interactionist perspective	social inequality	clinical sociology
macrosociology	social science	natural science
microsociology	sociological imagination	personal sociology

Introductory Lecture

Welcome to class! I am so glad to have you here. Jon Witt, the author of your textbook, defines sociological theory on page ten of your textbook as “...a set of statements that seek to explain problems, actions, or behavior. An effective theory may have both explanatory and predictive power.” I like to present these theories in three different ways. See which explanation works best for you.

The Formal Definition

The functionalist perspective is the most macrosociological of approaches, meaning that it concentrates on large-scale phenomena or entire civilizations rather than on small groups or the individual experience. This perspective is also one of the oldest theories in sociology. Comte, Spencer, and Durkheim are often referred to as the “founding fathers” of the functionalist perspective. The functionalist perspective emphasizes how parts of a society are structured to maintain its stability. The conflict perspective tends to be a macrosociological approach and has its roots in the work of Karl Marx. Where the functionalist perspective assumes that parts of society work together harmoniously, conflict theorists argue that inequality generates change. An interactionist perspective is a microsociological approach, meaning the focus is on small groups and the analysis of our everyday life experiences and interactions. George Herbert Mead and Max Weber are considered the founders of this theory.

Now that you have a brief overview of the three perspectives, let us look at how each might explain how formal education functions in society. Functionalists would say that formal education helps maintain social order by transmitting culture, promoting social integration, providing training and social control, and contributing to cultural innovation. Conflict theorists suggest that education supports the existing system of inequality because education reinforces the status quo and, therefore, its existing inequalities. Interactionists would look at how stereotypes can shape what happens in the classroom to shape the individual's educational experience. As you can see, all three perspectives address education from a different point of view. We will explore that further in the following discussion of the visual definition.

The Visual Definition

It is important to understand that each perspective sees society differently. I like to think of the perspectives as differently colored sunglasses. When you “wear” your functionalist perspective glasses (green—the color of living organisms), you see how the social structures of society work together for the benefit of society. Thus, you focus on how formal education contributes to the operation of society. You focus on how the family functions as an institution of socialization and sexual regulation, and how this benefits society, and so forth. When you “wear” your conflict perspective glasses (red—the color of conflict), you focus on the consequences of the unequal distribution of education in society. You also focus on the difference of financial power between men and women and the consequences of this differential power for children of divorce. When you “wear” your interactionist glasses (purple—the color of feelings, meaning), you focus on the meaning of education to the individual. For example, what are the consequences to the student if he/she is labeled as gifted or challenged? You focus on the experience of family life and how men and women experience marriage differently.

The Popular Culture Definition

Here is my favorite way of understanding the perspectives. For those of you who are Star Trek fans, or have at least seen the original series or *The Next Generation*, here are some helpful tips: A member of Star Fleet Academy would compare functionalists to Data or Spock as they all ask, “What function does it serve?” or “What is its function?” The *Starship Enterprise* helps to remind us that functionalism is a macrosociological view as we look out the window of the starship to see social organizations as a whole. This perspective keeps us focused on social structure and social institutions. I liken the conflict perspective to that used by a Ferengi, or by Worf, the security officer on the *Next Generation's Enterprise*. Worf is always considering, “Who is in charge? Who has the power? Whose rules are we following? Who is making the rules?” A Ferengi would say, “I have all the money, and you do not so how do I make more and what rules can I make that prevent you from getting what I have?” We are still on the bridge looking out the window and seeing the big picture. We are looking at which groups have the power, and at which group is in charge. Interactionists remind me of Deanna Troi, the counselor on the *Next Generation's Enterprise*. She always asks, “What is the meaning? How do you feel? What does that mean to you? What is your interpretation?” The interactionist perspective is microsociological in that it focuses on the meaning people give to labels, experiences, and situations. I think Deanna represents this theory well.

I hope that our discussion of the three perspectives has helped you to understand how each one interprets and explains the social world.

Written Assignment

Before beginning the first written assignment, refer to the *Course Rules* in BbLearn for your instructor's assignment requirements. If emailing assignments to your instructor, please copy the ISI office at indepst@uidaho.edu.

Assignment

Each assignment consists of three essay questions. This assignment is worth 20 points.

Essay Questions

You must answer THREE essay questions. Answer essay questions 1 and 2 and then choose between 3a or 3b.

1. Explain what the author of your textbook means when he states, "...we need one another..." or "...we depend on one another..." (the wording depends on the issue of the textbook you are using) in the section related to The Hamburger as Miracle.
2. Why are you a college student? In your answer, address the social factors, influences, and resources that enabled this path.

3a. **Standard Essay:** What is the difference between private troubles and public issues? Illustrate your answers with specific examples of each. Use real-life examples from your community.

OR

3b. **Reel Talk:** Pick a movie from the list under *Reel Talk* for this chapter. Use examples from this movie to answer the following question: What is the difference between private troubles and public issues?