

Grayson College
Course Syllabus
Sociology 1301



Note: A syllabus for my course is a guideline, not a contract. It is subject to change and/or corrections as need

Course Information

Sociology 1301.00 This is the syllabus for all Introduction to Sociology internet courses.

Professor Contact Information

Instructor: Sherry Cooke, AA, BA, MA, Ph.D.
Phone: 903.415.2540 Please note: Due to Covid I am not in the office.
Email: Use **Canvas Messages** first! Use this email ONLY when you cannot access Canvas. This does not mean use this because you are on your cell phone and cannot access Canvas. This means use this when Canvas is down and NO computer, iPad, laptop, tablet or any other electronic device is able to pull up Canvas and you have to contact me. Please be forewarned: I do not check this email regularly so there is no time frame when your email will be answered. CookeS@grayson.edu
Office Hours: All office hours are virtual this term. 9AM – 2PM. You must contact me through Canvas. If you need to meet with me, send a message in Canvas and we will set up a time to have a Zoom meeting at time convenient for us both.
I can be reached through Canvas messages.

Course Credit: 3 Lecture Hours, 0 Lab Hours, 3 Credit Hours
Class Hours: This course is a lecture course. You are required to attend class. There will be in-class projects on unscheduled days.

How to contact me:

I have provided an email link in our Canvas classroom in order to contact me or your classmates. It is called “Messages”. That is the best way to reach me. I respond to “Messages” weekdays within 24 hours, 48 hours Friday to Sunday.

You must also know how to navigate Canvas, how to open media files, and complete tests within Canvas in addition to how to post on a discussion board or journal. If you are unfamiliar with these procedures, please be sure to watch the training videos posted by our online support team, in Canvas.

If your computer cannot handle any of the technical requirements, you may use the computers in the library to complete this course.

Course Pre-requisites, Co-requisites, and/or Other Restrictions

College level reading and writing skills.

Course Description – from college catalog

Introduction to the concepts and principles used in the study of group life, social institutions and social processes.

Student Learning Outcomes:

By the end of this course:

1. Explain the sociological perspective and its three main theoretical foundations (functionalism, conflict theory, and symbolic interactionism).
2. Identify how the sociological perspective differs from other disciplinary approaches to examining our social world.
3. Distinguish between quantitative and qualitative research methodologies (how sociologists collect, interpret, and evaluate data).
4. Explain the significance of key sociological concepts such as culture, social structures, social institutions, and stratification.
5. Apply key course concepts to current events, social inequality, and personal lives as a demonstration of master of sociological perspective.

Required Textbooks (ISBN # included) and Materials

The screenshot shows the OpenStax digital textbook interface. At the top, the URL is <https://cnx.org/contents/L77Bx21@L776RM88K@1/introduction-to-Sociology>. The page title is "Introduction to Basic Sociology Grayson College", derived from "Introduction to Sociology 2e by OpenStax". The author is listed as "Book by: Sherry Coker". A table of contents on the left lists chapters from Preface to 10 Social Movements and Social Change. The main content area shows Chapter 1, "Introduction to Sociology", with a "Get This Book" button. Below the chapter title is a photograph of a crowded subway platform. The caption reads: "Figure 1. Sociologists study how society affects people and how people affect society. (Photo courtesy of Diego Torres Silvestre/flickr)".

This is a free text. If you buy the one available in the bookstore, it is not edited the same. The hard copy in the bookstore has over 20 chapters, we will only cover 10. It is also in a different order. You will need this copy in order to follow along with the correct assignments.

<https://cnx.org/contents/Lr7f8X2l@1.7:TrIRM88K@3/Introduction-to-Sociology>

Here is a YouTube on how to navigate the text.

<https://youtu.be/JxI9XaNpYkk>

Academic Calendar

	First day of class
	Census Date
	Holiday – MLK Day no classes
	Final drop deadline
	End of Term

Course Calendar (10 days per section for 8 week term)

Course Schedule	
	Read Chapters 1 and 2
	○ Discussions for chapters 1 and 2 close
	○ Test and quizzes for chapters 1 and 2 are due. The test and quiz will remain open until.
	Read Chapters 3 and 4
	○ Discussions for chapters 3 and 4 close
	○ Test and quizzes for chapters 3 and 4 are due. The test and quiz will remain open until
	Read Chapters 5 and 6
	○ Discussions for chapters 5 and 6 due
	○ Test and quizzes for chapters 5 and 6 are due. The test and quiz will remain open until
	Read Chapters 7 and 8
	○ Discussions for chapters 7 and 8 close
	○ Test for quizzes chapters 7 and 8 are due. The test and quiz will remain open until
	○ Short Answer Essay test is due and closes
	Read Chapters 9 and 10
	○ Discussions for chapters 9 and 10 close
	○ Test and quizzes for chapters are due. The test and quiz will remain open until
	○ All extra credit, tests and quizzes close. This is the last day any work will be accepted.

Please note: your discussions and the short answer essay all have specific due dates!!!

Evaluation

For this course you will have 5 tests, worth 100 points each. The tests will consist of multiple-choice questions and will cover two chapters in our text. You will have two hours to complete the tests. You will also have two opportunities to take each test, Canvas will keep the highest score.

There is one essay exam worth 200 points. This exam will cover the additional reading assigned in this course. There will be 5 questions, worth 40 points each. Please be sure that you read and understand the questions.

There will be one quiz and one discussion for each chapter in the text. The quiz will have 5 multiple choice questions. You will have 45 minutes to complete each quiz and 95 minutes for the tests. You are allowed to take the test twice, Canvas will keep your highest grade.

In our discussions you will be required to post one question that pertains to the chapter. This must be an open-ended question. You must also respond to a minimum of two of your classmate's questions. Your responses must be a minimum of 100 words. Your responses must also be supported with at least one citation from our text. This elevates our discussions from opinions to an academic discourse.

Short Answer Essay Exam

You will find the information and links you need in my Tests Module as well as here.

1. What is the sociological imagination? (40 points possible)
 - What is the text's definition?
 - Cite the location in our text where you found the definition
 - Give a definition in your own words with an appropriate example.
 - 150 words
2. What is a social norm and please give an example? (40 points possible)
 - What is the text's definition? Cite the text's definition
 - Give a definition in your own words
 - Give an example of a social norm using "The Body Rituals of the Nacirema"
 - This article can be found on the internet at: <https://www.msu.edu/~jdowell/miner.html>
 - Minimum of 150 words
3. Using the "Ring of Gyges" you must: (40 points possible) This story can be found on the internet at:
http://oregonstate.edu/instruct/phl201/modules/Philosophers/Plato/plato_dialogue_the_ring_of_gyges.html
 - Identify a social norm, giving a brief example from the story
 - Identify a law, giving a brief example from the story

- Is that norm still practiced in modern time? Why or why not?
 - Is that law still practiced in modern times? Why or Why not?
 - Minimum of 150 words
4. After reading the essay by Timothy Knight please give your personal reflection. Think about the sociological impact of the catharsis brought about by watching the movie. Do you think this movie would give you a new insight, or reinforce how you already feel? This reflection must be at least 150 words. (40 points possible) (I have added this reflection at the end of this syllabus).
5. Mary wants to write an academic paper on Fetal Alcohol syndrome (FAS). She wants to know if the laws passed have had a positive or negative effect on the number of occurrences of FAS. Address the following points: (40 points possible)
- What is qualitative sociological research?
 - What is quantitative sociological research?
 - Which method would be best for Mary? Explain why.
 - Minimum of 150 words.

Grading Criteria for individual assignments

5 Tests worth 100 points maximum each	= 500
1 short answer test- 5 questions worth 200 pts.	= 200
10 Discussions worth 10 points each	= 100
<u>10 quizzes worth 10 points each</u>	<u>= 100</u>
Total maximum points for this course	= 900

Total Grade Criteria

810 – 900 (or more)	A
720 – 809	B
630 – 719	C
540 – 629	D
539 and below	F

If you want to know where you stand in this class you can check that at any time, yourself. You simply take the scores you have on all assignments you have completed. You must also add up all the points possible for those same assignments. You divide the score you received by the total number of points possible for those same assignments. Multiply that number by 100 and you will get a percentage. For example: If I have completed section one the total possible points are: 3 discussions (30 points), 3 quizzes (30 points) and one test (100 points) for a total of 160 points possible in section 1. However, I earned 149 points. So I would set up my problem like this: $149/160 \times 100 = 93.125\%$ or roughly I am in the “A” range.

Extra Credit

Everyone will begin the term with 5 extra credit points. However, these points are given to you to encourage you to read the syllabus and any posted announcements. If you message or email me with a question that is answered either in the syllabus or the announcements, I will respond, but it will cost you an extra credit point. Therefore, it is to your advantage to read the announcements and read your syllabus.

Any additional extra credit that *may* be offered can be found in the extra credit folder at the bottom of our course content page.

Methods of Instruction

This is an internet course and is 100% on-line. All tests, quizzes, discussions will be available on-line. Please be sure to make note of due dates and the dates assignments will close. As this is a very short course, I will not be able to make extensions to due dates barring extenuating circumstances.

Course & Instructor Policies

Please be sure to be mindful of the due dates for our assignments. All assignments are due at midnight on the day they close.

Class Attendance

Academic success is closely associated with regular classroom attendance and course participation.

All successful students, whether on campus or online, are expected to be highly self-motivated.

All students are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following their professors' instructions. Students taking courses during compressed semester time frames such as mini-mester, summer sessions, and mid-semester should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. More than two (2) absences are considered to be excessive. In addition, students' eligibility to receive financial aid or live in a College dormitory can be affected by withdrawal from courses. When withdrawal occurs, any tuition refund would be made in accordance with state regulations.

Student Conduct & Discipline

Online students are expected to follow proper Netiquette. You must respect the opinions of your classmates on our discussion boards. I encourage you to visit this website for the rules of proper Netiquette: <http://www.networketiquette.net/>

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic Dishonesty, any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see GCC Student Handbook for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective. Note that your work may be subject to Turnitin submission in order to determine plagiarism.

Copyright Notice

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administrative procedures must be followed. It is the student's responsibility to handle student initiated withdrawal requirements from any class. You must complete the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled (see GCC College Catalog for details).

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room SC 115 in the Student Success Center.

The contact information for the Office of Disability Services is:
Jeffri Hodge

(903) 463-8751 (voice or TTY)
hodgej@grayson.edu

If you anticipate issues related to the format or requirements of this course, please meet with the Coordinator of Disability Services. The Coordinator is available to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Services to notify them of your eligibility for reasonable accommodations. Disability Services can then plan how best to coordinate your accommodations.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Financial Aid

Effective July 1, 2000 students receiving Title IV funds (Pell, Federal Grants, and Student Loans), who subsequently withdraw from classes, will be required to return a portion of the federal financial aid received. Only the percentage of aid earned (determined by the percentage of time attended) will be eligible for retention on the student's behalf. Any aid that is not earned must be returned to its source. If there is a student account balance resulting from these adjustments, the student is responsible for payment. Further details can be obtained from the Office of Financial Aid.

Drop Rule

Under section 51.907 of the Texas Education Code, "an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education." This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later. Any course that a student drops is counted toward the six-course limit if (1) the student drops a course after census date or (2) the student is not dropping the course in order to withdraw from the institution. Some exemptions for good cause could allow a student to drop a course without having it counted toward this limit, but it is the responsibility of the student to establish that good cause before the drop. Students with questions should contact the Counseling Office or the Office of Admissions & Records for more information before dropping a course!

Academic Integrity and Conduct

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see GC Student Handbook for details). Grayson College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material.

Plagiarism is a form of scholastic dishonesty involving the theft of or fraudulent representation of someone else's ideas or words as the student's original work. Plagiarism can be intentional/deliberate or unintentional/accidental. Unintentional/Accidental plagiarism may include minor instances where an attempt to acknowledge the source exists but is incorrect or insufficient. Deliberate/Intentional plagiarism violates a student's academic integrity and exists in the following forms:

- Turning in someone else's work as the student's own (such as buying a paper and submitting it, exchanging papers or collaborating on a paper with someone else without permission, or paying someone else to write or translate a paper)
- Recycling in whole or in part previously submitted or published work or concurrently submitting the same written work where the expectation for current original work exists, including agreeing to write or sell one's own work to someone else
- Quoting or copy/pasting phrases of three words or more from someone else without citation, • Paraphrasing ideas without citation or paraphrasing incompletely, with or without correct citation, where the material too closely matches the wording or structure of the original
- Submitting an assignment with a majority of quoted or paraphrased material from other sources
- Copying images or media and inserting them into a presentation or video without citation,
- Using copyrighted soundtracks or video and inserting them into a presentation or video without citation
- Giving incorrect or nonexistent source information or inventing source information
- Performing a copyrighted piece of music in a public setting without permission
- Composing music based heavily on someone else's musical composition.

Student Responsibility

You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it – nothing more and nothing less.

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Molly M. Harris, Title IX Coordinator (903)463-8714
- Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
- GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730
- For Any On-campus Emergencies: 911

You will find two (2) “YouTubes” you may find helps you avoid plagiarism here:
<http://www.grayson.edu/website/Students/youTubeReader.aspx>

Grayson County College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

These descriptions and timelines are subject to change at the discretion of the Professor.

Grayson College campus-wide student policies may be found at the following URL on the College website: <https://www.grayson.edu/currentstudents/Academic%20Resources/index.html>

Timothy Knight, Sr.

12 Years a Slave – A Reflective Paper

I reluctantly attended this movie strictly due to its “extra credit” potential in two Sociology classes. Added points, which I thought were desperately needed in order to acquire the desired grade of “A” that I ultimately hope to attain for those courses. I did not take my family. I encouraged them rather to attend the flea market down the street; since we all agreed that they would most probably leave the movie early due to boredom anyway! - A decision that I now deeply regret. But still a choice that I suppose was so easily rendered due to the still hidden prejudice * and implicit racism * in my own heart. An attitude, that prior to this experience, I had deceptively convinced myself was no longer present in my life.

I am going to honestly convey my thoughts in this paper, and I hope my thoughts are not misconstrued as placating, or merely fishing for a better grade. I can say with some certainty, that my family in North Carolina will probably not read this paper! But, when and if I am faced with explaining my sentiments herein expressed to them, I pray God will give me the Grace and the boldness to share clearly and concisely what I now believe.

Contrary to my initial opinion, the movie 12 Years a Slave proved to be more than simple entertainment – or a mere boring assignment drudgery. It was (and remains this morning) life changing for me. The first thought that ran through my mind after leaving the theatre, was the fact that the stratification * of black people and white people in the South where I was raised; has impacted our lives and destinies more than we can ever imagine. As I stood outside the movie theatre, awaiting the return of my family to collect me, I felt that in some strange way I needed to apologize on behalf of my race and my ancestors. And so before I continue with this reflection, on my own behalf, and on the behalf of my Caucasian race, and on behalf of my ancestors, Mrs. Cooke, may I offer my deepest apologies and beg forgiveness for the wrongs perpetrated against the African-American race? I realize that sounds so shallow, when the ills of society

and the resulting consequences of slavery (and modern racism) are considered; but I honestly do not know what more to do regarding our past attitudes.

The reality of life, particularly during the slave era, in the South on a macro-level * was poignant and disturbing. How the whole of society could practice such heinous acts and commit such atrocities against a fellow human being is truly beyond my reckoning. And yet, I can easily see how those deplorable attitudes that produced such despicable actions, have been passed down throughout our history from generation to generation.

I was raised on a tobacco farm in North Carolina in the 1960's. My family had always been landowners, and my great-great-grandparents were even plantation owners. My best friend was the little "black boy", Dexter Waters, who lived down the road from my house; and I was partially raised by Mrs. Annie, the black washer – woman" who lived next door to us through the woods. I still have fond memories of my life growing up on the farm, and hold fond recollections of the times shared with my "black" friends.

But, just as in the lives of the white families in this movie, my life as a child was a paradox. I lived beside Negroes, but I knew they were less than me, and it was assumed by all of us that they were to "keep their place" in the microcosm of our lives *, the proof of the implicit racism * which remained in that society. My granddaddy, a God fearing man, never hesitated to exclaim that 'niggers' needed to mind their manners. They were not allowed to approach the front door of our home. Nor were they allowed to fellowship at the same dinner table with my family. These memories came flooding back to me as I witnessed the similar treatment of Solomon in the movie. It was always assumed in my home that "Blacks" were incapable of learning on the same level compared to Whites, or that they could manage their lives as well as white folk did. I was taught from birth that the black man was just a grade above the apes. Blacks were to be pitied, and never to be considered equals! Such was life on the old southern farm.

I have been faced with the reality of the deception with which I was raised, and the truth regarding the equal nature of the black man many times in my life since then. But I have always managed to hide it in some secret part of my soul; so that only I knew it was there. But it was certainly there nonetheless! However, when I was exposed to the reality of Solomon Northup 's life in the movie, I was faced once again with the blatant reality, that it was indeed possible for the black man to be every bit as sophisticated, learned and successful as anyone else! In fact, I could see how the roles * that have been experienced by individuals of different races have been manipulated over the years, and have been enforced by those who would want to control others out of greed and arrogance. Furthermore, I believe the status * experienced by anyone in our society should be based on the content of their character, and the ethic of their work; and not the color of their skin, as Dr. King so boldly proclaimed. I can see now how the norms * of our society can be so greatly skewed; that we have the ability to call that, which is unrighteous – Righteous, without regard to the reality of the situation. It is tempting to believe the United States is today a “post -racial society”*. But, if we are honest, I believe everyone knows that is simply not true.

There was so much of the reality of the hopeless and miserable “slave life” revealed in this movie, and it's impact on the human spirit; that there is no way to cover it all in this paper! Even so, the quote that impacted me the most, perhaps, was the proclamation by the white slave-owners wife to the despondent mother who had her children taken away; that “the children would soon be forgotten.” I remembered that statement when I saw Solomon carve the names of his children in the violin; I am sure so that they would not be forgotten. With five children of my own, I cannot imagine the despair and the emptiness that separation must have produced. I understood later when the mother begged Solomon to take her life. How wretched her existence had become.

I suppose another thing that contributed to the raw emotion that I am feeling; is the fact that I have been taking US History these past few weeks; and we have covered at length in that class the realities of the founding and the growth of “slave labor” and the struggle for freedom in the South. The revelations I have received regarding the truth about the way my ancestors treated other human beings is truly damning. It seems that God has chosen this time to reveal whatever darkness there remains in my own heart; that He might cleanse me, and cause me to experience the essence of true Christianity – Love for all of my neighbors.

I am not sure where we go from here as a society. But I am certain that the old paradigms of the past must change. Christian or Secular - our society must change our perception regarding dominant racial groups * and numeric majorities *. I honestly wish we could somehow achieve the essence of which Dr. King dreamed, and just all get along without hatred and pretense. I am teaching my children to love and to respect ALL peoples, for God has made everyone in his image. And that image is LOVE – not a physical representation.

12 Years a Slave is a dramatic view into the reality of life in the South during those pre-Civil War years. I am certainly taking my family to see this movie. Furthermore, I believe it should be mandatory viewing in every History class and Social Studies class. However, I also believe that everyone – black and white, should remember that the hatred and disrespect demonstrated in this movie, is not typical of all racial beliefs or attitudes today. Although, I am certain racism still exists in the hearts of many, a violent reaction to such truths after seeing this movie by either race will only serve to further the schism that yet remains between the races. I choose rather to hold onto the age-old claim that “Love covers a multitude of sins! ”