Course Description
Focus through sociological perspective on concepts fundamental to existence of society. Covers historical development and contemporary manifestation of ideas including freedom, inequality, ethnocentrism, belief, and individual responsibility as they relate to culture in the United States. This is a fully online, eight-week course. We will not meet face-to-face at any time.

Course Prerequisites
None

Course Objectives
Upon successful completion of this course, students will be able to:
• Comprehend and apply concepts germane to the sociological study of human beings, including: Social construction of reality, social structure, social power, social position, social control, communication, and freedom of thought and action.
• Analyze various contemporary and historical influences on collective thinking patterns in the United States.
• Respond to and show value for various points of view in society.
• Analyze concepts in sociology through writing and discussion.

Required Text
ISBN: 9781111833763

Course Assignment Descriptions and Schedule At-A-Glance
You will have several opportunities to demonstrate your knowledge and understanding of the principles taught in this course. The primary means of evaluating your work will be through practical application of the material. In the event that you have difficulty completing any of the assignments for this course, please contact your instructor immediately. Please refer to the Weekly Materials section of the cyberclassroom for complete details regarding the activities and assignments for this course. The following is merely a summary.

Discussion contributions (160 points)
(three postings per week @ 20 points per week)
**Initial Substantive Posts**: Submit an initial response to each of the prompts provided each week by your instructor. Your initial post should be substantive (approximately ½ of a page in length) and must be posted by midnight, Central Time by Wednesday of each week. In your substantive post you are encouraged to use references (you may use your textbook); show evidence of critical thinking as it applies to the concepts or prompt and/or use examples of the application of the concepts to work and life. Proper punctuation, grammar and correct spelling are expected. Please use the spell-check function.

**Required Replies**: You must reply to at least two different peers per prompt. Your replies should build on the concept discussed, offer a question to consider, or add a differing perspective, etc. Rather than responding with, "Good post," explain why the post is "good" (why it is important, useful, insightful, etc.). Or, if you disagree, respectfully share your alternative perspective. Just saying "I agree" or "Good idea" is not sufficient for the posts you would like graded.

**Posting Guidelines**: Overall, postings must be submitted on at least two separate days of the week. It is strongly recommended you visit the discussion forum throughout the week to read and respond to your peers’ postings. You are encouraged to post more than the required number of replies.

(Please review the Policies section of Blackboard for further details.)

<table>
<thead>
<tr>
<th>Week 1</th>
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| **Readings** | • All online content associated with Week 1  
• Preface and Chapter 1: How Do Sociologists Study Society? |
| **Discussion** | • Initial post to each prompt due by midnight, CT on Wednesday  
• At least two replies to peers for each prompt due by midnight, CT on Sunday |
| **Assignment(s)** | **Week 1 Quiz**  
Complete a brief quiz to test your understanding of material presented this week. This quiz can be found in the Assignments section of the Blackboard classroom.  
Due: Sunday at midnight, CT  
Points Possible: 10 |
| **Journal: Five Point Summary** | Each week you will be asked to provide a five point summary of the readings for the week. The five point summary should include a summary of what you understand to be the five most important points of the chapter. You should fully explain those ideas by paraphrasing the text (this requires formal APA in-text citations and a bibliographic reference to the text at the end of the written assignment) and providing your own examples. This section should be a minimum of five paragraphs long and it should be written in essay format with an introduction, body and closing summary.  
As you can tell, the journal assignments for this class are very different from the type of journal that you may be used to. This is not a diary of your thoughts, rather it provides evidence of your understanding of |
course material and your ability to apply it.
Due: Midnight, CT on Sunday
Points Possible: 20

**Journal Assignment: Analysis of the 20 Statements Test**

Complete the 20 Statements test found here. Categorize each answer you provided as belonging to one of the following types and tabulate how many responses you have in each category:
- **Psychological** (all answers that refer to moods, or attitude, feelings or dispositions, e.g., I am tired; I am angry; I am organized, etc.)
- **Sociological** (all answers that refer to ones status relative to other people, e.g., I am a daughter, or wife, or brother; I am an employee; I am a citizen; I am poor, etc.)
- **Demographic** (all answers that refer to facts about the person, e.g. I am 5'10", I am a woman, I am 53, etc.)
- **Cosmic** (more ephemeral answers, e.g. I am a child of the universe; I am a speck of dust, etc.,)

These are the issues you need to address in Journal Entry, Chapter One, Part B, Analysis of the Twenty Statements Test:
- Describe the exercise and the data.
- To what extent to the data gathered here support my hypothesis?
- What are some potential positive and negative implications for our society if people increasingly define themselves in psychological rather than sociological terms.
- How does this exercise illustrate objectivity, observation and empirical truth?

Due: Sunday at midnight, CT
Points Possible: 30

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### Week 2

| **Readings**          | All online content associated with Week 2  
|                      | Chapter 2: What Does It Mean To Be Human?  
| **Discussion**       | Initial post to each prompt due by midnight, CT on Wednesday  
|                      | At least two replies to peers for each prompt due by midnight, CT on Sunday  
| **Assignment(s)**    | **Week 2 Quiz**  
|                      | Complete a brief quiz to test your understanding of material presented this week. This quiz can be found in the Assignments section of the Blackboard classroom.  
|                      | Due: Sunday at midnight, CT  
|                      | Points Possible: 10  

**Journal: Five Point Summary**

Each week you will be asked to provide a five point summary of the readings for the week. The five point summary should include a summary of what you understand to be the five most important points of the chapter. You should fully explain those ideas by paraphrasing the text (this requires formal APA in-text citations and a bibliographic reference to the text at the end of the written assignment) and providing
your own examples. This section should be a minimum of five paragraphs long and it should be written in essay format with an introduction, body and closing summary.

As you can tell, the journal assignments for this class are very different from the type of journal that you may be used to. This is not a diary of your thoughts, rather it provides evidence of your understanding of course material and your ability to apply it.

Due: Midnight, CT on Sunday
Points Possible: 20

**Journal Assignment: What About God?**

In this assignment, you will analyze this film from a social and cultural standpoint. This film provides an example of struggle that exists in our culture between religion and science. In particular, it covers how students deal with the debate at both the high school and college levels.

The producers interview scientists, non-scientists, those who accept and those who reject evolution. This assignment is not meant to create a platform to argue the value of evolution. Evolution and the theory of natural selection are incontrovertible in science. The public debate must happen elsewhere. We are studying how the public debate occurs in a social and cultural sense.

This assignment needs to contain four sections with the following titles and content, including in-text citations and bibliographic references to both the film and the text:

- **Purpose**: Describe the purpose of the assignment.
- **Background**: Describe what the film is about.
- **Discussion**: Apply Charon’s definition of what it means to be both social and cultural to specific examples from the film. This means you need to analyze the film in terms of social needs: survival, socialization, individual qualities, basic human qualities and interaction and cultural needs: ideas, values and rules.
- **Summary/Response**: In this section you may provide your personal response to the film and the exercise.

Due: Sunday at Midnight, CT
Points Possible: 30

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### Week 3

**Readings**
- All online content associated with Week 3
- Chapter 3: How is Society Possible?

**Discussion**
- Initial post to each prompt due by midnight, CT on Wednesday
- At least two replies to peers for each prompt due by midnight, CT on Sunday

**Assignment(s)**

- **Week 3 Quiz**
  Complete a brief quiz to test your understanding of material presented this week. This quiz can be found in the Assignments section of the Blackboard classroom.
  Due: Sunday at midnight, CT
  Points Possible: 10
Journal: Five Point Summary
Each week you will be asked to provide a five point summary of the readings for the week. The five point summary should include a summary of what you understand to be the five most important points of the chapter. You should fully explain those ideas by paraphrasing the text (this requires formal APA in-text citations and a bibliographic reference to the text at the end of the written assignment) and providing your own examples. This section should be a minimum of five paragraphs long and it should be written in essay format with an introduction, body and closing summary.
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Due: Midnight, CT on Sunday
Points Possible: 20

Journal Assignment: Create A Society
Read the hypothetical situation outline in the document located here. Once you have read the document, create a plan for creating a society according to the specifications outlined in the document. Your plan should be between 2-4 pages in length.
Due: Sunday at Midnight, CT
Points Possible: 30

Week 4
Readings
• All online content associated with Week 4
• Chapter Four: Why Are People Unequal in Society
• Chapter Seven: Why Does Misery Exist?

Discussion
• Initial post to each prompt due by midnight, CT on Wednesday
• At least two replies to peers for each prompt due by midnight, CT on Sunday

Assignment(s) Week 4 Quiz
Complete a brief quiz to test your understanding of material presented this week. This quiz can be found in the Assignments section of the Blackboard classroom.
Due: Sunday at midnight, CT
Points Possible: 10

Journal: Five Point Summary
Each week you will be asked to provide a five point summary of the readings for the week. The five point summary should include a summary of what you understand to be the five most important points of the chapter. You should fully explain those ideas by paraphrasing the text (this requires formal APA in-text citations and a bibliographic reference to the text at the end of the written assignment) and providing your own examples. This section should be a minimum of five paragraphs long and it should be written in essay format with an introduction, body and closing summary.
As you can tell, the journal assignments for this class are very different from the type of journal that you may be used to. This is not a diary of your thoughts, rather it provides evidence of your understanding of course material and your ability to apply it.

Due: Midnight, CT on Sunday
Points Possible: 20

**Journal Assignment: Inequality, Misery and Laura B.**

Analyze Laura B.’s story (found in the weekly materials for this week) according to the characteristics that create inequality and misery as outlined by Charon (2010). As always, be sure to cite and reference the text according to APA style. First, analyze why Laura B. experiences inequality to begin with, and why inequality continues for her. Use the following questions to guide your analysis.

How are the circumstances in your article the result of the economic, organizational and intentional division of labor?
Did do the circumstances in your article demonstrate social conflict?
How do the circumstances in your article demonstrate the unequal distribution of privilege and private property?
How do the circumstances in your article demonstrate the interplay of power, privilege and prestige?
How do efforts of the powerful maintain inequality for Laura B.?
How do prevailing social institutions maintain inequality for Laura B?
How does the acceptance of inequality maintain Laura B’s circumstance?
How does social acceptance of place both for Laura B. and everyone else in our society serve to maintain inequality for her?
How do instruments of force help to keep Laura B. in her unequal position?

Next, analyze Laura B.’s case according to Charon’s (2010) discussion of why misery exists. Use the following questions to guide your analysis.

Describe how Laura B. experiences the following four causes and connected consequences of misery:
Inequality = poverty, stress, crime, bad jobs, exploitation, unresponsive institutions, lack of self-worth (e.g., Laura B. experiences inequality in her life because as a woman . . . . This condition in turn creates her inability to get a job that pays enough to support her, etc.)
Conflict = Violence and destruction of life and the social order
Socialization = Inadequate, socialization to misery, socialization that creates misery for other, socialization into impossible or confusing expectations
Alienation = separation from each other, meaningful work and from self

Your assignment will be evaluated according to the degree to which you successfully answer the preceding questions requiring an analysis of Laura B.’s life experiences of both inequality and misery.

Due: Sunday at Midnight, CT
Points Possible: 30
| Readings | • All online content associated with Week 5  
• Chapter Five: Are Human Beings Free? |
| --- | --- |
| Discussion | • Initial post to each prompt due by midnight, CT on Wednesday  
• At least two replies to peers for each prompt due by midnight, CT on Sunday |
| Assignment(s) | **Week 5 Quiz**  
Complete a brief quiz to test your understanding of material presented this week. This quiz can be found in the Assignments section of the Blackboard classroom.  
Due: Sunday at midnight, CT  
Points Possible: 10 |
| | **Journal: Five Point Summary**  
Each week you will be asked to provide a five point summary of the readings for the week. The five point summary should include a summary of what you understand to be the five most important points of the chapter. You should fully explain those ideas by paraphrasing the text (this requires formal APA in-text citations and a bibliographic reference to the text at the end of the written assignment) and providing your own examples. This section should be a minimum of five paragraphs long and it should be written in essay format with an introduction, body and closing summary.  
As you can tell, the journal assignments for this class are very different from the type of journal that you may be used to. This is not a diary of your thoughts, rather it provides evidence of your understanding of course material and your ability to apply it.  
Due: Midnight, CT on Sunday  
Points Possible: 20 |
| | **Journal Assignment: Themes of Freedom in Art**  
For this assignment, you will need to choose a work of art that deals with the concept of freedom in some way and then analyze it according to Charon's (2010) criteria for freedom of thought and freedom of action. The work of art can range from music, to poetry, to film, to literature, to painting, to sculpture. Your task will be to first describe the work including how the work manages the topic of freedom. Along with your description, you will need to cite the actual work. You can do this by providing the actual lyrics to a song, a copy of or a website address where the work can be viewed or watched (e.g. a youtube clip, or a copy of a visual work). In all cases, the work must be cited and referenced in APA style.  
Once you have described the work, then you need to analyze and write about how it can be understood in Charon's (2010) framework for understanding freedom of thought (e.g. the social construction of reality and freedom of action, culture and reality, control of language, social structure and social power) and freedom of action (freedom of thought, social institutions, socialization, social positions and social controls). You will need to structure your analysis by creating an introduction, description of the work you've chosen, analysis of the work using |
Charon's criteria, and a brief summary. Remember to cite not only the work of art, but the text as well. Work toward keeping the length of your analysis between three and five pages.
Due: Sunday at Midnight, CT
Points Possible: 30

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<thead>
<tr>
<th>Week 6</th>
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<tbody>
<tr>
<td><strong>Readings</strong></td>
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</table>
| • All online content associated with Week 6  
  • Chapter Six: Why Can't Everyone Be Just Like Us? |
| **Discussion** |
| • Initial post to each prompt due by midnight, CT on Wednesday  
  • At least two replies to peers for each prompt due by midnight, CT on Sunday |
| **Assignment(s)** |
| **Week 6 Quiz**  
Complete a brief quiz to test your understanding of material presented this week. This quiz can be found in the Assignments section of the Blackboard classroom.  
Due: Sunday at midnight, CT  
Points Possible: 10 |
| **Journal: Five Point Summary**  
Each week you will be asked to provide a five point summary of the readings for the week. The five point summary should include a summary of what you understand to be the five most important points of the chapter. You should fully explain those ideas by paraphrasing the text (this requires formal APA in-text citations and a bibliographic reference to the text at the end of the written assignment) and providing your own examples. This section should be a minimum of five paragraphs long and it should be written in essay format with an introduction, body and closing summary.  
As you can tell, the journal assignments for this class are very different from the type of journal that you may be used to. This is not a diary of your thoughts, rather it provides evidence of your understanding of course material and your ability to apply it.  
Due: Midnight, CT on Sunday  
Points Possible: 20 |
| **Journal Assignment: Analysis of Body Language of the Nacerima**  
Your exercise this week to  
http://www.msu.edu/~jdowell/miner.html?pagewanted=all and read the article titled Body Ritual Among the Nacerima (Miner 1956). There are aspects of the article (e.g. use of the male pronoun and some descriptions of Nacerima culture) that are dated, but the general import of the article is still very relevant. After reading the article, write a structured essay (i.e. introduction, description of article, analysis and response) by weaving together your responses to the following questions.  
What is the story of the Nacerima really about? There is a clever deception going on here. How is the reader being deceived? Provide examples. |
What do you think Miner's (1956) intention in writing the article was? Does it reinforce ethnocentric thinking? How so, provide examples. How does Miner (1956) illustrate Charon's (2010) discussion of ethnocentrism, value judgments, commitment, etc.? Why does this article reinforce the need to understand "cultural relativity"? As always, be sure to cite and reference both the text and the article in your essay. Remember, save your opinion and response to the article for the last section. Your grade will be based on the degree to which you can adequately analyze the article according to Charon's criteria for ethnocentrism. Your essay should be no longer than five pages in length.

Due: Sunday at Midnight, CT

Points Possible: 30

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### Week 7

| Readings      | • Week 7 Lecture Notes
|               | • Chapter Eight: Does the Individual Really Make a Difference?

| Discussion    | • Initial post to each prompt due by midnight, CT on Wednesday
|               | • At least two replies to peers for each prompt due by midnight, CT on Sunday

| Assignment(s) | **Week 7 Quiz**
|              | Complete a brief quiz to test your understanding of material presented this week. This quiz can be found in the Assignments section of the Blackboard classroom.
|              | Due: Sunday at midnight, CT
|              | Points Possible: 10

**Journal: Five Point Summary**

Each week you will be asked to provide a five point summary of the readings for the week. The five point summary should include a summary of what you understand to be the five most important points of the chapter. You should fully explain those ideas by paraphrasing the text (this requires formal APA in-text citations and a bibliographic reference to the text at the end of the written assignment) and providing your own examples. This section should be a minimum of five paragraphs long and it should be written in essay format with an introduction, body and closing summary.

As you can tell, the journal assignments for this class are very different from the type of journal that you may be used to. This is not a diary of your thoughts, rather it provides evidence of your understanding of course material and your ability to apply it.

Due: Midnight, CT on Sunday

Points Possible: 20

**Journal Assignment: The Man Who Planted Trees**

After reading The Man Who Planted Trees, write an analytical essay that first briefly describes the story. Next, using Charon's (2010) criteria for how the individual makes a difference, analyze why Elzeard Bouffier...
was able to do just that: make a difference. Finally, include your personal response to the story.
As always, you need to cite and reference both the author of the story and the text in your essay. This assignment should be completed in no more than five pages.
Due: Sunday at Midnight, CT
Points Possible: 30

Week 8

| Readings          | • Week 8 Lecture Notes
| • Chapter Eleven: Why Study Sociology? |

| Discussion       | • Initial post to each prompt due by midnight, CT on Wednesday
| • At least two replies to peers for each prompt due by midnight, CT on **Saturday** |

| Assignment(s)    | **Week 8 Quiz**
| Complete a brief quiz to test your understanding of material presented this week. This quiz can be found in the Assignments section of the Blackboard classroom.
| Due: **Saturday** at midnight, CT
| Points Possible: 10 |

**Journal: Five Point Summary**
Each week you will be asked to provide a five point summary of the readings for the week. The five point summary should include a summary of what you understand to be the five most important points of the chapter. You should fully explain those ideas by paraphrasing the text (this requires formal APA in-text citations and a bibliographic reference to the text at the end of the written assignment) and providing your own examples. This section should be a minimum of five paragraphs long and it should be written in essay format with an introduction, body and closing summary.
As you can tell, the journal assignments for this class are very different from the type of journal that you may be used to. This is not a diary of your thoughts, rather it provides evidence of your understanding of course material and your ability to apply it.
Due: Midnight, CT on **Saturday**
Points Possible: 20

**Journal Assignment: Final Exam**
For the final exam, you will need to compose a comprehensive essay about the value of sociology for working professionals. This is a summative evaluation that requires you to apply the most relevant aspects of the course in a practical way. Your exam should not be more than five pages in length, and you should cite and reference the text extensively (as always, in APA format). To do this, you need to relate the seven topics we have covered in this class with your current and/or potential career. You may choose your current employment, or the job you would like to have when you finish your academic career.
The task here requires that you show how a sociological perspective
(i.e. sociological thinking) is applied in your career (i.e. in the field). So, consider each of the seven topics we have covered and explain how sociologists approach them. That is, show how thinking sociologically is relevant or useful to you, in the field. Also, use examples from the field to enrich your answers. You are essentially using the course as a guide to explain why sociological thinking is valuable; in essence you are answering the eighth question: "Why study sociology?"

Due: Saturday at Midnight, CT
Points Possible: 100

* All online weeks run from Monday to Sunday, except the last week, which ends on Saturday.
** All assignments are due at midnight Central Time. (All submissions to the Blackboard system are date/time stamped in Central Time).

### Assignments At-A-Glance

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Qty.</th>
<th>Points</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Weeks 1-8: Discussion*</td>
<td>-</td>
<td>20</td>
<td>160</td>
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<tr>
<td>Week 1 – Week 3 &amp; Week 5 – Week 8 Quizzes</td>
<td>7</td>
<td>10</td>
<td>70</td>
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<tr>
<td>Week 1 – Week 8 Journal: Five Point Summary</td>
<td>8</td>
<td>20</td>
<td>160</td>
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<tr>
<td>Week 4 Quiz</td>
<td>1</td>
<td>20</td>
<td>20</td>
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<tr>
<td>Week 1 – Week 7 Journal Assignment</td>
<td>7</td>
<td>30</td>
<td>210</td>
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<tr>
<td>Week 8: Final Exam</td>
<td>1</td>
<td>100</td>
<td>100</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
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<td><strong>720</strong></td>
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*Please refer to the Policies menu for more information about requirements for Discussions.

### Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90 to 100%</td>
<td>648-720</td>
</tr>
<tr>
<td>B</td>
<td>80 to 89%</td>
<td>576-647</td>
</tr>
<tr>
<td>C</td>
<td>70 to 79%</td>
<td>504-575</td>
</tr>
<tr>
<td>D</td>
<td>60 to 69%</td>
<td>432-503</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
<td>&lt; 431</td>
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To access your scores, click on Grades in the Student Tools area in Blackboard.

### Important Policies

All course-specific policies for this course are spelled out here in this syllabus. However, additional university policies are located in the Policies section of Blackboard. You are responsible for reading and understanding all of these policies. All of them are important. Failure to understand or abide by them could have negative consequences for your experience in this course.

### Editorial Format for Written Papers

All written assignments are to follow the APA writing style guidelines for grammar, spelling, and punctuation. This online course includes information regarding the APA style under “Writing and Research Resources” in the Resource Room on the course menu in Blackboard.
**Ottawa Online Late Policy**

With instructor approval, assignments may be accepted for up to one week after the due date, but a minimum automatic deduction of 10% of the points will be assessed. The instructor also has the option of increasing this deduction percentage up to a maximum of 20%. Extenuating circumstances may be determined on rare occasions and an extension allowed without a deduction, but only at the sole discretion of the instructor.

Discussion board postings will not be accepted for credit when posted after the close of the discussion week. There are no exceptions to this rule; however, solely at the discretion of the instructor, the student may be allowed to submit an alternative assignment to make up for the points under extenuating circumstances. If granted, this should be an exception to the rule.

No assignments will be accepted after the last day of the course (end of term) unless arrangements have been made and “approved” by the instructor at least one week in advance.

**Saving Work**

It is recommended that you save all of your work from this course on your own computer or flash drive. The capstone course you take at the end of your program may require you to have access to this work for culminating assignments and/or reflections.

**Academic Integrity**

Plagiarism and cheating will not be tolerated at any level on any assignment. The reality of cyberspace has made academic dishonesty even more tempting for some, but be advised that technology can and will be used to help uncover those engaging in deception. If you ever have a question about the legitimacy of a source or a procedure you are considering using, ask your instructor. As the University Academic Council approved on May 29, 2003, “The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred. Students who commit academic dishonesty can be dismissed from the university by the provost/director.”

Please refer to Academic Honesty in the Policies section of the online course menu for important information about Ottawa University’s policies regarding plagiarism and cheating, including examples and explanations of these issues.

**Student Handbook**

Please refer to your student handbook for all university regulations. The Resource Room on the course menu in Blackboard contains information about where to find the student handbook online for your campus.

Please see Policies in Blackboard for additional university policies.

**Blackboard Technical Support**

The Resource Room in Blackboard contains links to student tutorials for learning to use Blackboard as well as information about whom to contact for technical support. Ottawa University offers technical support from 8 a.m. to midnight Central Time for all students, staff, and faculty at no cost. See www.ottawa.edu/ouhelp for contact information.
Ottawa University’s Mission
The mission of Ottawa University is to provide the highest quality liberal arts and professional education in a caring, Christ-centered community of grace which integrates faith, learning and life. The University serves students of traditional age, adult learners and organizations through undergraduate and graduate programs.