



## Course Number, Title and Credits

**SOCU 101** - Introduction to Sociology - 3 credits

## Course Catalog Description

Students examine the basic concepts, principles, and findings of sociology: addressing the nature of human social relations from simple, face-to-face relationships, through formal organizations, to whole societies. Students also analyze how social patterns are created, how they become organized and established, and how they change. 3 credits

## Learning Outcomes and Assessment

Learning Outcomes are statements that specify what learners will know, understand, or be able to demonstrate at the end of a learning experience.

Types of Learning Outcomes include:

- Course Learning Outcome – Result of finishing a course.
- Program Learning Outcome – Result of finishing a program.
- Institutional Learning Outcome – Result of finishing a degree at an institution, reflecting the core learning values and experiences of all graduates.

A Signature Assignment is an assignment used to measure a student's mastery of a program or institutional learning outcome. If a course you are taking includes a Signature Assignment, it will be clearly marked (\*\*SIGNATURE ASSIGNMENT\*\*).

[Click here](#) to access information on the Program Learning Outcomes (PLOs) and/or Institutional Learning Outcomes (ILOs) and Curriculum Map related to this course.

## Essential Equipment

All students must have reliable access to a working computer with Internet access throughout each week of the class. Each student will need to be able to access and work in the University's online Learning Management System, Blackboard. For more information about personal computer requirements [click here](#).

## Academic Integrity

The University of Massachusetts Global is an academic community based on the principles of honesty, trust, fairness, respect, and responsibility. Academic integrity is a core University value, which ensures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. The University expects that students will conduct themselves in an honest and ethical manner and respect the intellectual work of others.

Submitting to faculty work completed by the use of any artificial intelligence tool without permission and/or when prohibited by class policy. When faculty require the use of technology, including artificial intelligence, as a part of an assignment for the course, there is no violation. Students are reminded to consult syllabi, assignment sheets/rubrics, program documents and their faculty. Use of artificial intelligence, when permitted, must be correctly cited in the assignment.

The [UMass Global online library](#) provides resources to support research, proper citation styles, and the safe and responsible use of generative artificial intelligence or Gen AI.

- The [Academic Integrity and Plagiarism Avoidance](#) page provides guidance to help students better understand academic integrity and includes tips on how to avoid plagiarism.
- The [Citing Sources](#) page offers guidance on how to properly cite using APA, MLA, and Chicago styles.
- The [Artificial Intelligence Resource Guide for Students](#) provides advice for understanding and appropriately using generative artificial intelligence tools such as ChatGPT and Bard.

## University Policies

Students are responsible for complying with university policies including, but not limited to: incompletes, course drops, and student conduct. Information may be found in the [University Catalog](#).

## Required Textbooks

### **SOC6: Introduction to Sociology**

9781337405218  
Benokraitis, N.V.  
Cengage Learning

2019  
6th

All student textbooks are available at the University of Massachusetts Global Bookstore:

<https://www.bkstr.com/umassglobalstore>

## Course Learning Outcomes

By the end of the course, students should be able to:

1. Describe the meaning and utility of sociology within the context of the other behavioral sciences.
2. Distinguish between micro- and macro-group influences upon human group behavior.
3. Analyze the process of human socialization.
4. Infer the behavioral outcomes of social stratification.
5. Explain demographic trends and their effects upon human group behavior.
6. Assess the behavioral significance of social change.

## Major Study Units

Major Study Units:

1. The Meaning of Sociology: What Is It, Why Study It, and How To Study It?
2. Culture: Micro- and Macro-Group Influences
3. The Human Socialization Process: Its Effects Upon Social Conformity and Social Deviance
4. Social Stratification: National and Global Phenomena
5. The Social Institutions of The Economy, Politics, and the Family
6. The Social Institutions of Education, Religion, and Health Care
7. Demographic Trends in America
8. The Dynamic Presence of Social Change

## Instructional Strategies

This class includes readings, textual and video instruction, exercises, discussions, and projects. Instructional Strategies are further explained in the Blackboard course shell.

## Attendance Policy

Requirements for student attendance and participation will be defined by each instructor based on the following policy:

- Monday of the first week of the session is the first day of class.
- Regular attendance/engagement is expected for student success. Online engagement is evident through posting to a discussion board, blog, completing assignments including journal entries, or taking quizzes and exams. If regular attendance/engagement are not evident, the student's grade may be adversely affected. If a student misses more than one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course.
- Students in courses with required synchronous class sessions are expected to remain for the full duration. If a student misses more than one required synchronous online class, the student may, at the discretion of the instructor, fail the course.
- Students must submit an academically-related assignment through the Learning Management System (LMS) before the end of Week 2 (i.e., a quiz, test, course content-related Discussion Board post, or other course content-related assignment). Introduction posts do not count as an academically-related assignment. If a student does not submit an academically-related assignment, the student will be administratively dropped from the course. Students administratively dropped for non-attendance/participation will not be reinstated in the course. In infrequent cases, students in certain classes may be exempt from the requirement to submit an academically-related assignment before the end of Week 2; students may consult with their instructor for further information.
- Students should consider withdrawing from a course if they will be unable to participate each week. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.
- Schools and programs may have different attendance policies. Refer to school and program specific information for additional attendance policies.

## Letter Grade/Percentage Equivalents

### Grade Point System

(Rounded up at .5 and up)

A = 94%-100%	B = 84%-86%	C = 74%-76%	D = 64%-66%
A- = 90%-93%	B- = 80%-83%	C - = 70%-73%	D - = 60%-63%
B+ = 87%-89%	C+ = 77%-79%	D+ = 67%-69%	F = 59% and below

## Methods of Evaluation for Determining Grades

## Assignment Detail for Fully Online Course:

Assignments for Fully Online course - Refer to Rubric(s) in Course Information on Blackboard	Possible Points
EIGHT WEEKLY THREADED DISCUSSIONS (one per week) 25 possible points per discussion (See rubric under "Course Information")	200
EIGHT WEEKLY QUIZZES (one per week) 15 possible points per quiz	120
MIDTERM PAPER (DUE WEEK 4) (See rubric under "Course Information")	100
FINAL PAPER (DUE WEEK 8) (See rubric under "Course Information")	100
	<b>Total: 520</b>

## Class by Class Outline for Fully Online Course:

Week	Topics	Assignments
<b>Week 1</b>	<p>The meaning of sociology</p> <p>The sociological imagination</p> <p>An overview of sociological theories</p> <p>An overview of sociological research</p> <p>An overview of social research methods</p>	<p>Read Chapter 1 of textbook (pp. 2-19)</p> <p>Read Chapter 2 of textbook (pp. 20-37)</p> <p>View Chapter 1 Power Point slides (on Blackboard)</p> <p>View Chapter 2 Power Point slides (on Blackboard)</p> <p>View Video Clips and Websites (on Blackboard):</p> <ul style="list-style-type: none"> <li>• "What is Sociology?" video</li> <li>• Social Science Research Council website</li> </ul> <p>Week 1 Blackboard Discussion</p> <p>Quiz 1 (on Blackboard)</p>
<b>Week 2</b>	Culture: micro- and macro-	Read Chapter 3 of textbook (pp. 38-59)

	groups Socialization	<p>Read Chapter 4 of textbook (pp. 60-81)</p> <p>View Chapter 3 Power Point slides (on Blackboard)</p> <p>View Chapter 4 Power Point slides (on Blackboard)</p> <p>View Video Clips and Websites (on Blackboard):</p> <ul style="list-style-type: none"> <li>• “Steven Pinker: Human nature and the blank slate” TEDTalk video</li> <li>• Southern Poverty Law Center website</li> </ul> <p>Week 2 Blackboard Discussion</p> <p>Quiz 2 (on Blackboard)</p>
<b>Week 3</b>	Social Interaction Social Groups Organizations Social Institutions	<p>Read Chapter 5 of textbook (pp. 82-99)</p> <p>Read Chapter 6 of textbook (pp. 100-117)</p> <p>View Chapter 5 Power Point slides (on Blackboard)</p> <p>View Chapter 6 Power Point slides (on Blackboard)</p> <p>View Video Clips and Websites (on Blackboard):</p> <ul style="list-style-type: none"> <li>• “Stefana Broadbent: How the Internet enables intimacy” TEDTalk video</li> <li>• Pew Research Center: Generational differences in views of key institutions webpage</li> </ul> <p>Week 3 Blackboard Discussion</p> <p>Quiz 3 (on Blackboard)</p>
<b>Week 4</b>	Deviance Crime Social Control Social Stratification	<p>Read Chapter 7 (pp. 118-137)</p> <p>Read Chapter 8 (pp. 138-159)</p> <p>View Chapter 7 Power Point slides (on Blackboard)</p> <p>View Chapter 8 Power Point slides (on Blackboard)</p> <p>View Video Clips and Websites (on Blackboard):</p> <ul style="list-style-type: none"> <li>• “Richard Wilkinson: How economic inequality harms societies” TEDTalk video</li> </ul>

		<ul style="list-style-type: none"> <li>• National Neighborhood Watch website</li> </ul> <p>Week 4 Blackboard Discussion</p> <p>Quiz 4 (on Blackboard)</p> <p>MIDTERM PAPER DUE</p>
<b>Week 5</b>	<p>Gender</p> <p>Sexuality</p> <p>Race and Ethnicity</p>	<p>Read Chapter 9 (pp. 160-181)</p> <p>Read Chapter 10 (pp. 182-203)</p> <p>View Chapter 9 Power Point slides (on Blackboard)</p> <p>View Chapter 10 Power Point slides (on Blackboard)</p> <p>View Video Clips and Websites (on Blackboard):</p> <ul style="list-style-type: none"> <li>• The Genderbread Person website</li> <li>• “5 things You Should Know About Racism,” Decoded, MTV News video</li> </ul> <p>Week 5 Blackboard Discussion</p> <p>Quiz 5 (on Blackboard)</p>
<b>Week 6</b>	<p>The Economy</p> <p>Politics</p> <p>Family</p> <p>Aging</p>	<p>Read Chapter 11 (pp. 204-229)</p> <p>Read Chapter 12 (pp. 230-253)</p> <p>View Chapter 11 Power Point slides (on Blackboard)</p> <p>View Chapter 12 Power Point slides (on Blackboard)</p> <p>View Video Clips and Websites (on Blackboard):</p> <ul style="list-style-type: none"> <li>• “How political science helps explain the rise of Trump (part 3): It’s the economy, stupid,” Washington Post online article</li> <li>• “Alec Soth + Stacey Baker: This is what enduring love looks like” TEDTalk video</li> </ul> <p>Week 6 Blackboard Discussion</p> <p>Quiz 6 (on Blackboard)</p>
<b>Week 7</b>	Education	Read Chapter 13 (pp. 254-281)

	Religion Health Care	Read Chapter 14 (pp. 282-301) View Chapter 13 Power Point slides (on Blackboard) View Chapter 14 Power Point slides (on Blackboard) View Video Clips and Websites (on Blackboard): <ul style="list-style-type: none"> <li>• “Homeschooling Statistics” webpage</li> <li>• “Treating mental illness with medicine and religion in India,” PBS Newshour video</li> </ul> Week 7 Blackboard Discussion Quiz 7 (on Blackboard)
<b>Week 8</b>	Demographic Trends The Environment Social Change	Read Chapter 15 (pp. 302-325) Read Chapter 16 (pp. 326-345) View Chapter 15 Power Point slides (on Blackboard) View Chapter 16 Power Point slides (on Blackboard) View Video Clips and Websites (on Blackboard): <ul style="list-style-type: none"> <li>• “Demographic and Environmental Dynamics Shape ‘Global Trends 2030’ Scenarios,” Wilson Center New Security Beat blog piece (video optional)</li> <li>• “What Makes Social Movements Work,” video</li> </ul> Week 8 Blackboard Discussion Quiz 8 (on Blackboard) FINAL PAPER DUE

## Methods of Evaluation for Determining Grades

### Assignment Detail for Blended Course:

Assignments for Blended course - Refer to Rubric(s) in Course Information on Blackboard	Possible Points
	200



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## UMass Global's Office of Accessible Education

Students who require disability-related services or accommodations to access their educational experience can register with the Office of Accessible Education (OAE). The Office of Accessible Education (OAE) is committed to ensuring equal educational access and opportunity for all members of our academic community. Students will be provided equitable and reasonable accommodations and services that are in compliance with [Section 504 of the Federal Rehabilitation Act of 1973](#) and the [Americans with Disabilities Act of 1990 \(ADA\)/Americans with Disabilities Act Amendments Act of 2008 \(ADAA\)](#). Registration with OAE is on a voluntary, self-identifying basis. Please visit the [Office of Accessible Education \(OAE\) website](#) for more information about how to register for services, eligibility requirements, and information about potential academic accommodations and services.

Our university is committed to ensuring equal access for all students. Let us know about any accessibility barriers you encounter using any of our online systems or websites by submitting a [Feedback or Accessibility Concern Submission Form](#). We'll do our best to improve things and get you the information you need.

## UMass Global's CARES Team

The [CARES team](#) is a campus-wide team of appointed staff and faculty responsible for identifying, assessing, and responding to concerns and/or disruptive behaviors by students, faculty/staff, and community members who struggle academically, emotionally, or psychologically, or who present a risk to the health or safety of the university or its members.

Individuals may refer themselves or other community members of concern by emailing [cares@umassglobal.edu](mailto:cares@umassglobal.edu) or by filling out a referral form [here](#). The CARES Team provides short term assessment, intervention, support, and recommendations of resources to those referred and engaged in the process.

## UMass Global's Title IX Statement

The University of Massachusetts Global strives to maintain and foster a climate that promotes respect and human dignity. Sexual misconduct and relationship violence in any form is antithetical to the university's mission and core values, violates university policies, and may also violate federal and state law. The office of Title IX is primarily concerned for students' safety and well-being and is tasked with investigating all reports of sexual misconduct experienced by our community members. Title IX prohibits sex-based and gender-based discrimination and harassment, which includes discrimination based on pregnancy and/or pregnancy-related complications, parental status, and marital status. Students expecting or experiencing pregnancy-related complications, that may require educational accommodations, should contact the University's Title IX Coordinator and/or the Office of Accessible Education.

The University and Title IX's prohibition of sex discrimination also covers sexual harassment, sexual violence, and any other form of sexual misconduct. We offer options and resources to all students affected by these issues and are committed to providing a fair, thorough, and prompt investigation and adjudication process. If you or someone you know has been impacted by sexual assault, dating, and domestic violence, stalking, or sexual exploitation, please visit the [University's Title IX Resource Page](#) to access additional resources and information.

UMass Global's staff and faculty are tasked with reporting any possible sex or gender-based discrimination or Title IX violations to the University's Title IX Coordinator at [civilrightscomplaints@umassglobal.edu](mailto:civilrightscomplaints@umassglobal.edu).

[Click on this Link to our University Title IX Policy.](#)