General Sociology Syllabus

MidAmerica Nazarene University
Sociology 1003

GENERAL SOCIOLOGY
Syllabus
Spring 2009

Instructor: Prof. Bo Cassell
Mon./Wed./Fri. 8:00-8:50 a.m.
Division of Behavioral Sciences
Office Location: Metz 204
email: brcassell@mnu.edu

Office Location: Metz 103
Office Phone: 913-971-3613

Office Hours: Mon. 9:00-10:30am; Wed. and Fri. 9:00-10:30am, 1:30-3:00pm.
Tues. 10:30am-12 Noon. Also by appointment (call or email).

TEXT:

Course Description:
From Catalog: An emphasis upon scientific methodology as applied to the study of society. A study of the basic elements of human interaction, culture, socialization, organization, collective behavior, stratification, urbanization, population, social change, societal institutions.

This course is an introduction to the discipline of Sociology. It may be applied to the social responsibility component of the general education requirements and to the major or minor in Sociology. It is a study of the basic elements of human interaction, culture, socialization, organization, collective behavior, stratification, urbanization, populations, social change and societal institutions.

Credit Hours: 3
Prerequisites: None

GOALS, OBJECTIVES, OUTCOMES:

In the process of completing this course, the professor desires the following for the students:

Goals—what he wants the students to be like (character)
- To be inquisitive about the interaction between the individual and society
- To value his/her own place in society
- To be tolerant of differences with respect to various groups in society
- To be motivated toward more sophisticated learning in the discipline of Sociology

Objectives—what he wants the students to know (content)
- The interface of Sociology as a discipline in the larger context of both scientific and philosophical discourse
- The effect of society on the individual and conversely the effect of the individual on society
- The nature of some of the major social problems and some possible solutions with an emphasis on the Christian perspective
Outcomes--what he wants the student to do (competency)
· Demonstrate an understanding of sociological principles in thinking about the culture in which he/she lives
· Articulate an awareness of the major institutions in society and how each of these affects the life of the student personally
· Interact with persons of other persuasions developing his/her own position on issues of consequence

COURSE REQUIREMENTS:

1 **Reading.** Scheduled sections from the text must be read prior to each class session. Consistent reading of the assigned material will provide the basis for informed class discussions. Class attendance and active participation in class discussions will be a part of the grade for the course.

2 **Mini- Research Assignment.** Students will use what they have learned about sociological research to do a Mini- (non scientific) data collection. This may include (but is not limited to) a survey, content analysis, or observation research.

3 **Chapter Summary and Integration.** Students will write a brief summary of main points of assigned chapters, and integrate them with their own experience and their observations of society. These will be a minimum of 200 words per chapter, following the format of the Chapter Summary and Integration checklist for evaluation. Four of these will be due, covering 3-4 chapters each.

4 **Service Learning Project.** Each student will be required to complete five (5) hours of a community service learning project this semester. These hours may not be done at one time. A journal must be kept of each visit detailing what was done, with whom you worked, your reaction and feelings about the project, any high or low points of the project. The paper will be submitted electronically via Blackboard (http://bb.mnu.edu). 1000-1800 words or more. (Details and a grading checklist are provided in this syllabus.) Due prior to class on April 22nd.

5 **Exams.** Exams will cover the text and discussion material. Five exams (including the final) are included on the schedule. Exams will assist the student in reviewing and retaining key information from the assigned reading. The format for the exams will test a broad range of learning styles. Tests may include, but are not limited to, the following: multiple choice, matching, fill in the blank, true/false and essay questions.

6 **Comprehensive Final Examination.** MNU requires a comprehensive examination in each course. This final examination will be composed of material which will have appeared on the six periodic exams during the semester.
### Evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini- Research Project</td>
<td>100</td>
</tr>
<tr>
<td>Chapter Summary and Integration (4 @ 50 each)</td>
<td>200</td>
</tr>
<tr>
<td>Service Learning Project</td>
<td>100</td>
</tr>
<tr>
<td>Exams (4 @ 100)</td>
<td>400</td>
</tr>
<tr>
<td>Final</td>
<td>100</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

### Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>66-69%</td>
</tr>
<tr>
<td>D</td>
<td>63-65%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

### Policies

**Electronic Communication Between Faculty and Students**

All electronic communication between faculty and students must be made using their mnu.edu account. Homework assignments and research papers must also be submitted through the MNU server.

**Turning In Work**

All work will be turned in electronically to Blackboard (http://bb.mnu.edu) unless otherwise noted. All work is due on the day it is due, before midnight, unless stated otherwise. Due date = Date given, time due = before 12:00 midnight that day. All papers should follow the ASA (American Sociological Association) Style Guide or the APA (American Psychological Association) Style unless otherwise noted. For more information, students can visit:

- [www.asanet.org/page.ww?name=Quick+Style+Guide&section=Sociology+Depts](http://www.asanet.org/page.ww?name=Quick+Style+Guide&section=Sociology+Depts)
- [www.calstatela.edu/library/bi/rsalina/asa. styleguide.html](http://www.calstatela.edu/library/bi/rsalina/asa.styleguide.html)
- [www.buffalostate.edu/library/docs/asa.pdf](http://www.buffalostate.edu/library/docs/asa.pdf)

ALL ASSIGNMENTS IN ALL OF PROFESSOR CASSELL’S CLASSES ARE TURNED IN TO BLACKBOARD, AND CHECKED THROUGH THE “TURN IT IN” (www.turnitin.com) or Blackboard’s “Safe Assign,” ACADEMIC INTEGRITY WEB SITE, unless stated otherwise. PAPER ASSIGNMENTS WILL NOT BE ACCEPTED ANY OTHER WAY.

NOTE: Since all assignments (unless noted) are turned in electronically, and at times electronic servers cease to function or electronic transfers break down and occasionally do not go through properly, it is important for the student to KEEP A COPY OF ALL WORK TURNED IN. Also, keep a copy of any posting receipt that you receive from Blackboard. IT IS THE STUDENT’S RESPONSIBILITY TO PROVE THAT THEY HAVE COMPLETED THE
WORK, AND THAT THE WORK WAS TURNED IN, and turned in on time.

**Late Work**
Work turned in late will be **penalized by 5% off the total per day.** A day is a 24 hour period from the time it is due. Work turned in one minute after it is due loses 5%. For example, say you have an assignment due Monday at 12:00 midnight, and it is an “A” quality paper, (that would normally receive 93%). If you turn it in at 11:59 p.m., you receive an “A.” If you turn this paper in at 12:01 a.m., you will receive an “B+” (5% off the total, or in this case, 88%). Another 24 hours later, it drops another 5%. See the table below for a sample explanation:

<table>
<thead>
<tr>
<th>Paper Due on Monday at 12:00 midnight is turned in...</th>
<th>Percentage of Points Deducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to Monday, 11:59 pm</td>
<td>0% deducted</td>
</tr>
<tr>
<td>Tuesday, 12:01 am to 11:59 pm</td>
<td>5% deducted (one 24 hour period—one day late)</td>
</tr>
<tr>
<td>Wednesday, 12:01 am to 11:59 pm</td>
<td>10% deducted (two days late)</td>
</tr>
<tr>
<td>Thursday, 12:01 am to 11:59 pm</td>
<td>15% deducted (three days late)</td>
</tr>
<tr>
<td>Friday, 12:01 am to 11:59 pm</td>
<td>20% deducted (four days late)</td>
</tr>
<tr>
<td>Saturday, 12:01 am to 11:59 pm</td>
<td>25% deducted (five days late)</td>
</tr>
<tr>
<td>Sunday, 12:01 am to 11:59 pm</td>
<td>30% deducted (six days late)</td>
</tr>
<tr>
<td>Monday, 12:01 am to 11:59 pm</td>
<td>35% deducted (seven days late)</td>
</tr>
<tr>
<td>After Monday 12:00 midnight, one week late</td>
<td>40% deducted (After 7 full days—automatic F)</td>
</tr>
</tbody>
</table>

(Note also that this policy allows for hard working students to take “an extra day” and still get an “A”. If you are working on your assignment and could use more time, but could make it outstanding, you could turn it in later on the day it is due, and if it warrants 100%, you would receive 95%, an A.)

**Make Up Work/Make Up Exams**
Make up work is allowed only under a dire, life and death excuse. Any non-emergency late work will be treated according to the late work policy, above—exams are never accepted late without prior permission from the professor, or in emergency cases as accounted for in this paragraph. Student MUST provide written verification of the emergency reason for missing an assignment/exam. Written verification must be provided on an official form or business letterhead with an address or phone number for follow up verification. For example, if the student is in a car accident on the way to the exam, the professor will need to see the police report. If the car breaks down on the way to the exam, the professor will need to see the repair receipt. If sick, the professor will need to see a note from the resident educator on university letterhead. In other words, you will need a verifiable emergency reason to make up an exam or assignment.

**Unique Circumstances**
Students traveling to represent the school at school sanctioned events (away sporting events, debate teams, out of town class trips or presentations, etc.) should plan ahead and turn assignments in early. Students on school sanctioned trips longer than 3 days will be given one extra day without penalty—when their travel falls on an assignment due date. Allowance will be given for attendance during these trips, but students may be required to do special “away trip assignments” to make up for the attendance points lost. **The instructor must be notified in writing ahead of time for these allowances to take effect.**

Students facing a family emergency—on the level that an employer would excuse you from work (i.e. death, life threatening illness, etc.) will be given three extra days without penalty when these happen during a due date only. The student must communicate to the instructor, and “emergency” must be verified and approved by the instructor for this to take effect. (See above policy on make up work/make up exams).
NO ASSIGNMENTS WILL BE ACCEPTED AFTER THE DAY OF THE CLASS FINAL. NO EXCEPTIONS.

Attendance/Late Arrival/Class Disruption
The basic policy of MNU is that there are no excused absences. Consistent attendance is essential for success in the course. In this class, Students will lose 1% of their final grade for each absence. However, you have three “free” absences. In other words, if you miss three class periods, nothing is deducted. Upon the fourth absence, 40 points (4%) will be taken off your final grade (approximately one grade step—i.e. A- to B+). For every additional absence, 10 additional points (1%) will be deducted. Students more than 7 minutes late for a given class period without a reasonable excuse will be counted as absent for that class period (the instructor’s watch will be used as the time reference). YOUR THREE FREE ABSENCES ARE FOR ANY AND ALL REASONS. Use them wisely. If you use them up, and then get sick, or have an emergency later, all absences will be counted.

Disruptive behavior will not be tolerated. Students that are a distraction to other students or to the instructor may be asked to stop their behavior, and/or leave the classroom—AND MAY LOSE GRADE POINTS FROM THEIR FINAL GRADE (from attendance/participation). Disruptive behavior includes, but is not limited to: inappropriate talking in class, text messaging/cell phone use, distracting laptop use or laptop use “wasting time” on uses not related to class. For classes with Participation point, these behaviors can result in a loss of participation points even if they are not disruptive to others.

Special Accommodations
Students needing special accommodations should notify the professor and visit the Kresge Center (in the library) during the first two weeks of the course. (Note that the Kresge Center is not just for students with particular needs. There is tutoring available for any student.)

Academic Integrity
All work is expected to be the student’s own. No credit will be given for assignments or exams that have been plagiarized. Cheating and other dishonest behavior will result in an F for the assignment and will be reported to the Vice President for Academic Affairs.

Students who don’t know what plagiarism is, or who don’t understand the serious nature of it should visit:
http://www.plagiarism.org
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://www.unc.edu/depts/wcweb/handouts/plagiarism.html

Students may also find this helpful for creating proper citations:
www.chicagomanualofstyle.org
www.easybib.com
www.noodletools.com
## TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 12</td>
<td>Overview of the Course</td>
</tr>
<tr>
<td>Jan. 14, 16</td>
<td>Chapter 1 – Groups and Relationships/ Understanding Sociology</td>
</tr>
<tr>
<td>Jan. 19</td>
<td>NO CLASS—Martin Luther King Day</td>
</tr>
<tr>
<td>Jan. 21</td>
<td>Chapter 1, continued</td>
</tr>
<tr>
<td>Jan. 23, 26</td>
<td>Chapter 2 – Concepts for Social and Cultural Theories/ Culture</td>
</tr>
<tr>
<td>Jan. 28, 30</td>
<td>(Chapter 2 continued), Chapter 3 – Microsociology</td>
</tr>
<tr>
<td>Feb. 2, 4</td>
<td>Research Methods (Material from Ch. 1-4)</td>
</tr>
<tr>
<td>Feb. 6, 9</td>
<td>Chapter 4 – Macrosociology</td>
</tr>
<tr>
<td>Feb. 11</td>
<td>EXAM 1 – Chapters 1-4 and Lectures– Chapter Summary and Integration Due (Ch. 1, 2, 3, 4)</td>
</tr>
<tr>
<td>Feb. 13</td>
<td>Chapter 6 – Socialization and Social Roles/ Socialization and the Life Course</td>
</tr>
<tr>
<td>Feb. 16, 18, 20</td>
<td>Chapter 8 – Deviance/Social Control/Crime</td>
</tr>
<tr>
<td>Feb. 23</td>
<td>Chapter 19- Urbanization</td>
</tr>
<tr>
<td>Feb. 25, 27</td>
<td>Chapter 20 – Organizational Age/Groups and Formal Organizations/Bureaucracies</td>
</tr>
<tr>
<td>Mar. 2</td>
<td>EXAM 2 – Chapters 6, 8, 19, 20 and Lectures– Chapter Summary and Integration Due (Ch. 6, 8, 19, 20)</td>
</tr>
<tr>
<td>Mar. 4, 6, 9</td>
<td>Chapter 9 - Stratification Concepts and Theories</td>
</tr>
<tr>
<td>Mar. 11</td>
<td>Chapter 11 – Racial/Ethnic Inequality and Conflict/ Patterns of Intergroup Relations</td>
</tr>
<tr>
<td>Mar. 13</td>
<td>Chapter 12 – Gender and Age Inequality/ Stratification by Gender/Age</td>
</tr>
<tr>
<td>Mar. 16, 18, 20</td>
<td>NO CLASS—SPRING BREAK</td>
</tr>
<tr>
<td>Mar. 23</td>
<td>Chapter 12 – Continued</td>
</tr>
<tr>
<td>Mar. 25</td>
<td>EXAM 3 – Chapters 9, 11, 12 and Lectures – Chapter Summary and Integration Due (Ch. 9, 11, 12)</td>
</tr>
<tr>
<td>Mar. 27</td>
<td>NO CLASS—ANSR SOCIOLOGY CONFERENCE (EXTRA CREDIT!!!!)</td>
</tr>
<tr>
<td>Mar. 30, Apr. 1</td>
<td>Chapter 14 – Religion and Education</td>
</tr>
<tr>
<td>Apr. 3, 6</td>
<td>Chapter 15 – Politics and the State/Government, the Economy, and the Environment</td>
</tr>
<tr>
<td>Apr. 8</td>
<td>Chapter 17 – Social Change: Development and Global Inequality/Family and Intimate Relationships</td>
</tr>
<tr>
<td>Apr. 10, 13</td>
<td>NO CLASS–EASTER BREAK</td>
</tr>
<tr>
<td>Apr. 15</td>
<td>Chapter 17 – Continued</td>
</tr>
<tr>
<td>Apr. 17</td>
<td>EXAM 4 – Chapters 14, 15, 17 and Lectures – Chapter Summary and Integration Due (Ch. 14, 15, 17)</td>
</tr>
<tr>
<td>Apr. 20, 22</td>
<td>Chapter 18 – Population Changes/ Demography</td>
</tr>
<tr>
<td></td>
<td>Apr. 22 – Service Learning Project Due</td>
</tr>
<tr>
<td>Apr. 24</td>
<td>Chapter 21 – Social Change and Social Movements/ (Sociological Application/Current Events Discussion)</td>
</tr>
<tr>
<td>Apr. 27</td>
<td>Study Day for Final Exam/ Sociological Imagination Revisited/ Review</td>
</tr>
<tr>
<td>Apr. 29</td>
<td>FINAL EXAM – 8:00-9:50 am</td>
</tr>
</tbody>
</table>
Sociology Service Learning Project Summary

**DUE Apr. 22**

- Typed, electronically submitted to Blackboard, 1000-1800 words or more (approx. 4-6 typed double spaced pages).
- Keep a journal each time you go.
- Detail what was done, whom you worked with, your reaction, and feelings about the project, any high or low points of the project.
- **Format** –
  - Introductory paragraph about where you did your service.
  - Journal of each time you went that includes the information described above. Journal should be included with the paper, and submitted electronically.
  - Summary paragraph about overall experience, value of the experience, how you have changed – if you did, what you learned about your self. (i.e. in the beginning I was uncomfortable and …..and realized….. By the end,……)
  - Sociological application of any principles, theories, or sociological ideas you observed through your experience. This application section, and the journal portion should make up the bulk of this assignment.

Sociology Service Learning Project Checklist for Evaluation

Students will be evaluated on the following components of the service learning project for General Sociology:

- Completed five [different] hours of service through the semester.
- Student completed the hours in 3, 4, or 5 different sessions.
- Detailed journal of each time the student went to the place of service that details:
  - what was done
  - reaction/feelings about the project
  - high/low points of the project
  - with whom you worked; individuals met
- Journal is included as part of the report (typed in document body or attached. As long as you type up the rest of the report, you may scan your journal to submit electronically instead of re-typing)
- Introductory paragraph is clear and concise
- Summary paragraph reflects personal feelings about:
  - overall experience
  - value of experience – liked/disliked, busy work, hassle, etc.
  - self-reflection and what you learned about yourself.
  - change in self/attitudes/beliefs/opinions about those you were serving.
  - any application of sociology that you observed
General Sociology Syllabus

(i.e. “I went to the nursing home and was very nervous. I realized I had many stereotypes and prejudices about the elderly and wasn’t excited about doing this project. However, by the end, I felt more comfortable and I really liked visiting with the residents and spending time with them. I want to continue to go to the nursing home and spending time with the people there.” Etc. etc.)

(i.e. sample application observed: “At the nursing home, I did not see any age inequality as we have read in our chapters, all of the residents were honored for their age. However I did observe instances of gender inequality, through…” etc., etc.)

Format of the report:
_____ typed and double-spaced
_____ less than five grammatical errors
_____ Meets minimum word count, including journal entries.

________________________

Chapter Summary and Integration Checklist for Evaluation

Content of the Chapter Summary Integration:
The following are included for EACH CHAPTER for this section.

_____ 1. Summary/Main Points. Describe in your own words what you feel are the three main ideas presented in the chapter, and WHY. (approx. 1-2 sentences each)

_____ 2. Reaction. Describe your main reaction to the material in the chapter. What did you learn? What made you think? (approx. 1-2 paragraphs). NOTE: to ensure a good grade, be sure to identify material from the textbook that was NOT also covered in the lecture. Give specifics.

_____ 3. Integration. Explain how you see the concepts of this chapter integrating into life. What personal experience, current events, or social observations can you use to illustrate the main points of the chapter? How do you see this chapter’s ideas integrate into life?

_____ 4. Repeat for each chapter.

Format of the Summary:
_____ Typed and double-spaced
_____ Submitted on time (via Blackboard)
_____ Less than five grammatical errors.

_____ Minimum 200 words PER Chapter (example: Summary for chapters 1-4 should be minimum 800 words).

________________________
Alignment of Mission, Objectives, and Outcomes
MidAmerica Nazarene University

Term: Spring 2009  Class: General Sociology
Dept #: SOCI 1003  CRN: 50059
Professor: Bo Cassell  Means of Community Service Project & Summary Paper

University Mission Statement:
The University provides a variety of intellectual, social, and religious activities that serve a developmental function in students.

Related Division Mission:
General Education at MidAmerica aims to develop certain knowledge, values, and competencies in students in the following areas: Spiritual Development, Self Understanding, Critical Thinking, Effective Communication, Social Responsibility, Scientific Literacy, and Aesthetic Literacy.

Course Objectives:
Social Responsibility: Students will become informed, concerned, and involved citizens of the world.

Intended Educational (Student) Outcome or State Standards:
Social Responsibility: Students will become informed, concerned, and involved citizens of the world.

Means of Assessment:
Community Service Project & Summary Paper
Alignment of Mission, Objectives, and Outcomes
MidAmerica Nazarene University

Term: Spring 2009   Class: General Sociology
Dept #: SOCI 1003   CRN: 50059
Professor: Bo Cassell

Means of Comprehensive Exam Score

University Mission Statement:
The University provides a wide variety of intellectual, social, and religious activities that serve a developmental function in students. The ultimate goal is to develop broadly educated individuals with specific skill and career knowledge related to a potential field of work.

Related Division Mission:
The Division of Behavioral Sciences educates and develops students to be competent in academic disciplines focused on understanding human behavior, mental processes, social functioning and the institutional structures of society.

Course Objectives:
Have a firm grasp of the knowledge base, methods of inquiry, and scientific developments within the academic discipline of Sociology.

Intended Educational (Student) Outcome or State Standards:
Students will be able to demonstrate basic knowledge, skills, and application in understanding personal behavior in the wider social setting.

Means of Assessment:
Comprehensive Exam Score
Alignment of Mission, Objectives, and Outcomes
MidAmerica Nazarene University

Term: Spring 2009 Class: General Sociology
Dept #: SOCI 1003 CRN: 50059
Professor: Bo Cassell

Means of Community Service Project Summary Paper

University Mission Statement:
The University provides a wide variety of intellectual, social, and religious activities that serve a developmental function in students. The ultimate goal is to develop broadly educated individuals with specific skill and career knowledge related to a potential field of work.

Related Division Mission:
The Division of Behavioral Sciences educates and develops students to be competent in academic disciplines focused on understanding human behavior, mental processes, social functioning and the institutional structures of society.

Course Objectives:
Students will grasp a clear vision of service to humanity through participation in the discipline of Sociology. Students will be able to embrace the multicultural and multiethnic diversity of our nation and world specifically as it impacts learning and practice in the field of Sociology.

Intended Educational (Student) Outcome or State Standards:
Students will interact with empathy and compassion toward the disadvantaged and disenfranchised through an awareness of social problems and needs within the American society.

Means of Assessment:
Community Service Project Summary Paper
Alignment of Mission, Objectives, and Outcomes
MidAmerica Nazarene University

Term: Spring 2009  Class: General Sociology
Dept #: SOCI 1003  CRN: 50059
Professor: Bo Cassell

Means of Community Service Project Summary Paper

University Mission Statement:
The University provides a wide variety of intellectual, social, and religious activities that serve a developmental function in students. The ultimate goal is to develop broadly educated individuals with specific skill and career knowledge related to a potential field of work.

Related Division Mission:
The Division of Behavioral Sciences educates and develops students to be competent in academic disciplines focused on understanding human behavior, mental processes, social functioning and the institutional structures of society.

Course Objectives:
Students are capable of discussing their discipline from a Christian faith perspective; and students are able to clearly articulate relevant points of engagement between their faith and learning.

Intended Educational (Student) Outcome or State Standards:
Students can articulate a clear Christian response to the coercive power of society, the nature of social change and the problem of discrimination in its various forms.

Means of Assessment:
Community Service Project Summary Paper