

SOC 101-1001: Principles of Sociology
UNIVERSITY OF NEVADA LAS VEGAS
Online Course
Fall 2022

Item	Detail(s)
Professor:	
Office Location:	
Office Hours:	Mondays 1-2PM Wednesdays 11:30-1:30PM
Online booking:	<u>youcanbook.me</u> – I use an online booking system for office hour visits. I will always see drop ins, but will give priority to those students who reserve a timeslot to see me.
WebCampus:	https://webcampus.unlv.edu
Email:	@unlv.edu – when emailing, please include your class/section # in the subject line. Further, when emailing, please keep in mind that I answer all emails withing 24-48 hours, excluding weekends.
T.A.	

Note: The instructor reserves the right to change the syllabus as it relates to how the course is administered.

The Course:

Sociology is broadly defined as the scientific study of human society and behavior. Sociologists ask many interesting questions about the social world and we are able to answer many of them. Our main objective this semester is to introduce you to some of the questions that sociologists ask, to some of the ways sociologists think about these questions (theory), and to the methods we use while trying to answer these questions (research). Overall, this course will encourage you to think about everyday issues and experiences through a sociological lens. This means that we will question our taken-for-granted assumptions about the world and ourselves. Further, we will engage our sociological imaginations by finding the intersections between personal troubles, and larger social issues. Throughout the semester we will use our sociological imaginations to study groups, culture, socialization, social stratification and inequality, ageism, sexism, racism, ethnicity, family, education, economy, social change, and more. Welcome!

Learning Objectives:

By the end of the semester you will be able to:

1) Increase your intellectual breadth by:

- a) Growing your knowledge of the basic history and fundamental principles of the discipline of sociology
 - i) *For example, learning about the historical technological and political changes which led to the development of the discipline*
 - ii) *Also, by learning about the way that different sociological thinkers have framed social issues and how they build upon, and also critique one another*
- b) Applying the methods and theories of sociology to define, evaluate, and potentially solve problems encountered in the social world
 - i) *Beginning to look through fresh eyes at findings presented in the news, let's say, and evaluating the strengths and weaknesses of such findings*
 - ii) *Applying the sociological paradigms to social issues in order to better understand their complexities and nuances.*

2) Improve your critical thinking skills by:

- a) Recognizing the intricacies of social problems and applying different perspectives in order to better understand them
 - i) *For example, coming to see the importance and prevalence of inequalities in the distribution of power in society, and the corresponding impact these have on culture, politics, and economics*
- b) Evaluating various theoretical conclusions and finding their strengths and weaknesses in explaining social phenomenon
- c) Identifying sensible and equitable arguments by examining a multitude of alternative explanations
 - i) *Here, students will be encouraged to evaluate sources of information, and various political viewpoints in order to decide for themselves which of these make the most sense to them in articulating their own views on a given social issue.*

3) Advance your communication skills by:

- a) Working on writing skills through reflection assignments designed to help students to effectively state their opinions on class materials and then to defend their arguments using specific examples
 - i) *Here, students can come to articulate their viewpoints and evaluate the evidence that they use to form these, and thence speak intelligently about social issues.*
- b) Collaborating with peers to share information and ideas
- c) Contributing to class discussions in written format

4) Develop a multicultural perspective by:

- a) Understanding the way that societies all over the world are progressively interrelated
- b) Considering that problems we face in the US are far more serious in other places
- c) Reflecting upon a diversity of perspectives in course materials
 - i) *By working with other students to discuss important social issues, students prepare for their careers in diverse workplaces showing respect, and hopefully, appreciation for difference.*
- d) Identifying and questioning one's own taken-for-granted assumptions about the world

5) *Employ the sociological perspective to your role as an informed citizen by:*

- a) Coming to understand that as citizens, we have both rights and responsibilities within our communities
- b) Examining various ethical dilemmas in society and formulating your own position on these from a political, economic, and social standpoint
- c) Learning more about your own place in society as a potential agent of social change, and identifying the issues that inspire you to create such changes
 - i) *Here, we come to see that social change is possible through collective action and social movements. We identify many historical examples of such changes.*
 - ii) *Students find ways to become better citizens by learning of their power to stand up for issues they feel strongly about through group participation and critical examination of complex and controversial contemporary social issues.*

Required Text:

Discovering Sociology (Chamblis & Eglitis) Publisher: SAGE – ISBN: 9781544358468

Responsibilities:

My responsibility, as your instructor, is to be prepared for our weekly modules and to be available to you during my office hours or by appointment to address concerns about the course material.

Your responsibility, as the student, is to be prepared to intellectually engage the course material. Furthermore, it is your responsibility to see me regarding questions about the material as soon as you encounter a problem. I am willing to help you but you must take the initiative.

Please Note: If my office hours do not fit your schedule, you are strongly encouraged to make an appointment with me at a mutually convenient time.

Course Requirements:

This course requires a mixture of reading the book and lectures, creating and responding to discussion posts, taking short quizzes on chapter reading assignments, watching and responding to questions about several films, and taking a midterm and a final (non cumulative).

Weekly Reading Assignments:

All reading assignments are detailed in the weekly syllabus. ***Our weeks will begin on Monday mornings at 7AM, and will conclude on Sunday nights at 10PM.*** Each week's assignments (i.e. reading completion, discussion postings, papers, exams, etc...) are ***due on Sunday night at 10PM*** unless they are otherwise designated in the weekly syllabus.

Online Participation & Discussion Questions:

Online participation is vital for your successful comprehension of course material. In our online modules, you will find a number of resources to accompany the assigned readings in textbook. Please complete the reading and view these materials. This semester, you will be required to respond to a discussion question for the readings assigned for that week from the textbook. You will also need to reply to the response from one of your peers.

To review the discussion questions and post a response, click on the Discussions icon. In order to receive full points for these assignments, you must participate in **TWO WAYS**: **once** by creating your own original posting responding to the discussion question prompt, and **another** posting in which you will respond to the original post of another student. You may log in at any time during the week and post between Monday at 7 a.m. and Sunday 10:00 p.m.

Your responses must be *thoughtful* and they will be evaluated based on the quality of their content.

Points are based on the following:

- Make 1 initial post responding to the discussion question(s).
- Respond to (at least) 1 other posting by your classmates. (Though you are more than welcome to respond to more than one other posting, you must at least respond to one.)
- Your posts should not be just one-word replies, or “I agree with you.” They should reflect some thoughtfulness, be relevant to the question, and integrate with readings, module content, and supporting materials.
- Posts made after the closing date of that week’s discussion **will not count** in your grade.
- **PLEASE NOTE** – For the first week of the semester you are also required to post an introduction to yourself!

On the Importance of Discussions:

Please remember: These discussion boards are really the only forum we have in which you can show me (and others) that you are engaging the course material, thinking about it critically, and developing your own thoughts about it. The point is to get you to explain your ideas in your writing and with fellow students, explore concepts from class, and process ideas in your own words. The more effort you put in, the more you get out. You should draw on as much of the content of the course as possible by doing the readings and thinking about materials.

Demonstrate your knowledge by using language from the textbook in your writings. Engage the questions, challenge your classmates to stay on the topic and be sociological, really use your sociological imagination.

Although it is fine to draw on your own life experiences, posts that are simply about your opinion or about your own experiences with no use of the course materials, sociological insights or reflections *will not* receive full credit. This is a sociology class and you should use sociology and sociological concepts to think critically about your life experiences and those of your classmates. Using your sociological imagination to think critically about gender and society will

help you learn more, and the class will be more fun. Your course grade and your general wisdom will benefit from participating meaningfully in discussions.

This is also an important forum to get your questions answered about the readings and to compare your own understanding of the material with your peers. I encourage you to read each other's discussion postings and respond to other's ideas and interpretations of course material. If we were in a face-to-face class, our discussions of course material would take the form of a conversation. That is our goal in this electronic forum as well—to have an informed sociological conversation with each other. This means that once many people have posted to a discussion question and the postings begin to seem redundant, you should feel free to broaden the conversation and engage each other's ideas and include other related material from the course. Please also note the section of this syllabus entitled, **On Respect**, under class and university policies.

Short Chapter Quizzes

For each assigned reading chapter, there will be a short (10 question), multiple choice quiz to gauge student involvement and engagement with textbook material.

Film Responses

Over the course of the semester, students will watch a number of documentary films. For each of these, you should first refer to the questions for that film to guide your viewing.

- You must submit your responses by Sunday of the viewing week by 10PM.
- Be concise – limit your responses to **ONE PAGE ONLY**.
- **PLEASE NOTE -- LATE FILM RESPONSES WILL NOT BE ACCEPTED!**

Exams

There are **two exams**. Both are multiple-choice. The final is not comprehensive. If you miss the first exam, you should seriously assess whether or not to drop the course. Exams will cover all assigned readings, lectures, discussions, films, and any other course activities. ***You will need to log onto Canvas Online Campus during the designated time period in order to complete your tests.***

***There are **NO MAKEUP EXAMS**. Students must take the time to coordinate their own personal calendar with the weekly syllabus. It is your responsibility to make a note of important due dates in this course! If you are unable to meet a scheduled exam date, you must arrange an alternative date with me **PRIOR TO** the scheduled one. This will only be allowed under **EXTREME** circumstances (weddings, vacations, etc. are not extreme circumstances!).

Late Paper Policy:

As mentioned above, **I will not accept late work**. Further, all students **MUST** take their exams within the given time parameters unless previously arranged with me.

Course Evaluation:

Assignment type:	Percentage of final grade:
Midterm Exam	25% of final grade
Final Exam	25% of final grade
Film Responses	20% of final grade
Discussion Posts	20% of final grade
Weekly Quizzes	10% of final grade

Final letter grades are based on the standard plus/minus system:

A 94 – 100

A- 90 – 93

B+ 87 – 89

B 83 – 86

B- 80 – 82

C+ 77 – 79

C 73 – 76

C- 70 – 72

D+ 67 – 69

D 63 – 66

D- 60 – 62

F 00 - 59

Class Policies:

Class Participation:

Class participation is **extremely important** for your successful comprehension of course material. Our class is organized on a weekly reading, lecture, and discussion basis, with questions, comments, and discussion expected on our WebCampus. I expect students to regularly log in to the course, to read the textbook, and to complete assignments on time.

On Respect:

An important part of a liberal arts education and the learning experience includes asking questions as well as reading and engaging each other's ideas and comments. Thus, participation in this class means careful reading as well as sharing. We will discuss a variety of potentially controversial topics throughout the course. I expect all students to create a comfortable environment that encourages the participation and learning of everyone. Be advised: I will not tolerate and will report any disrespectful, intolerant, or otherwise inappropriate behavior. It is one thing to disagree with the opinion of a colleague, it is another matter to personally attack the individual for holding that opinion!

Regarding Films & Content:

In this class we will be exploring topics that some people may find uncomfortable and/or offensive (i.e. sexuality, racial issues, drug use, violence, etc...). Please be aware of this and talk to me if you believe this may present a problem for you.

University Policies:

Public Health Directives

Face coverings are currently optional for all faculty and students in the classroom.

Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](https://www.unlv.edu/coronavirus/health-requirements), <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the

Internet or any other source without proper citation of the source(s). See the Student Conduct Code, <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor.

Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (Campus Resource Center (CRC) 1st floor, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to

pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries' Research Consultation website, <https://guides.library.unlv.edu/appointments/librarian>. You can also ask the library staff questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the Academic Policies webpage, <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines,

major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

Title IX

UNLV is committed to providing an environment free of all forms of unlawful discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you, or someone you know, has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available. To learn more or to report an incident, please visit the [Office of Equal Employment and Title IX website](https://www.unlv.edu/compliance) at <https://www.unlv.edu/compliance>. Please be aware that as an instructor, I am not a confidential resource, and I will need to report incidents of sexual misconduct to UNLV's Title IX Coordinator. You can also report concerns directly using the [online reporting form](https://cm.maxient.com/reportingform.php?UnivofNevadaLasVegas&layout_id=18), at https://cm.maxient.com/reportingform.php?UnivofNevadaLasVegas&layout_id=18, or [via email](mailto:titleixcoordinator@unlv.edu) at titleixcoordinator@unlv.edu or 702-895-4055. For confidential support in matters of sexual violence, relationship/family violence, or stalking, contact the [Care Center](https://www.unlv.edu/carecenter) at <https://www.unlv.edu/carecenter> or 702-895- 0602.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

988 Free 24/7 Suicide & Crisis Lifeline

In addition to campus resources such as the [Counseling and Psychological Services \(CAPS\)](https://www.unlv.edu/caps) website at <https://www.unlv.edu/caps>, visiting the [YOU@UNLV website](https://you.unlv.edu/) at <https://you.unlv.edu/>, and [Early Alert](https://www.unlv.edu/graduatecollege/academy/early-alert) (for graduate students, at <https://www.unlv.edu/graduatecollege/academy/early-alert>), you may now [call](tel:988) or [text 988](text:988) or [chat at 988lifeline.org](https://988lifeline.org) if you or someone you know is in crisis and in need of support.

Campus Advocacy Resource and Empowerment (CARE) Line:

If you are experiencing (or have experienced) interpersonal violence The CARE Line is a 24-hour campus crisis hotline available to victims/survivors of interpersonal violence, as well as

their family and friends. Trained volunteer advocates provide support, education, resources, and referrals to on and off campus services for crimes of sexual assault, domestic or dating violence, and stalking. 895-0602.

Rape Crisis Center: 888-366-1640. If you experience violence on campus you can (and you should if possible) report it to campus police: 895-3668.

Student Counseling and Psychological Services (CAPS):

We all have much going on in our lives these days, and integrating our lives and education can be challenging. CAPS offers many resources along with trained clinicians to help you work through problems commonly experienced by students of all ages and backgrounds. Located in the Student Recreation & Wellness Center 702-895-3627. More about programs and services at <http://www.unlv.edu/srwc/caps>

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

UNLV Land Acknowledgement

UNLV is situated on the traditional homelands of Indigenous groups, including the Nuwu or Nuwuvi, Southern Paiute People, descendants of the Tudinu, or Desert People. We honor and offer gratitude for those who have stewarded the land; for the land itself; and for the opportunity to cultivate a thriving, diverse, inclusive, and just scholarly community here today that works for a better tomorrow for all.