



# SOC 100: Introduction to the Sociological Perspective

## Instructor Information

**Professor:** Dr. Alana Bibeau  
**Contact:** Please use the Brightspace Email Tool  
**Office Hours:** By appointment on Zoom – email to schedule

## Course Information

**Course Number:** SOC 100, sections 1000, 1001  
**Course Name:** Introduction to the Sociological Perspective  
**Catalog Description:** (3 crs.) Sociological approaches to inequality and contemporary social issues regarding race, ethnicity, class, gender. Exploration of group norms, values, and dynamics; intergroup relations; multicultural diversity; social justice and change; social institutions. (Lec. 3/Online)  
**Prerequisites:** This course has no pre-requisites  
**General Education Outcomes:** This course fully meets the **A2: Social and Behavioral Sciences Knowledge** outcome for URI General Education.

## Course Overview and Goals

This course is an introduction to the discipline of sociology, which is the scientific study of human social life, groups, and societies. Predictably, such a broad field of study encompasses a wide range of research methods and theoretical approaches, as well as a dizzying array of

substantive areas of focus. Therefore, this course does not seek to cover all that sociology has to offer; instead, my goal is that you leave the class with a sense of how to think sociologically.

My hope is that even if you do not decide to pursue sociology further, you will have gained an appreciation for how useful a sociological imagination can be even in everyday life.

**This course will be taught using a completely online format** - you will utilize an eBook and work asynchronously throughout the session. This means you will be completing much of the work independently and in conversation with each other. In this course, you are expected to log in daily to complete assessments, communicate with your classmates via discussion forums, interactively learn concepts, solve problems, and complete written assignments. These will be a major component of the learning experience.

**After taking SOC 100, students will be able to:**

1. Describe how social structures influence our individual experiences
2. Understand how inequality operates on both the macro and micro levels of society
3. Think more critically about the relationship between individuals and the world we inhabit
4. Know how the sociological imagination can enhance our understanding of ourselves and each other

## Course Requirements

The course is divided into modules, which you will progress through sequentially, with each topic building on what was covered in the previous module. Deep reading of the text will be a major component of the learning experience. All other course materials will be accessed electronically through Brightspace. The modules and discussion forums will be your main source of information and interaction. Links to the discussion forums, quizzes, and all assignments are built right into the modules and all due dates are listed on the schedule.

For each module you will progress sequentially through the following steps:

1. Read (or listen to the audio) of the text and view the accompanying PowerPoint presentation and videos.
2. Complete the corresponding module quiz.
3. Access the Discussion Forum and view instructions for completing your initial post and peer responses in the weekly thread, and/or:
4. Complete a Written Assignment related to the topic.

### Quizzes

Quizzes are due on the dates listed by 11:55 p.m. Each quiz consists of 10 multiple choice questions. There are 12 quizzes over the course of the session, and I will drop your two lowest quiz grades.

### Module Assignments

Module assignments take two main forms: responses to prompts in the Discussion Forum and Written Assignments (250-500 words) submitted individually on a given topic. You can earn a maximum of 20 points on each thread by responding to the initial prompt and posting thoughtful responses to two of your peers. You can earn a maximum of 15 points on each written assignment based on your thoughtful integration of course materials and personal reflection.

### Midterm Exam

The midterm exam consists of 50 multiple choice questions and two short essays.

### Final Exam

The final exam consists of 50 multiple choice questions and two short essays. It is not cumulative.

### Grading of Assignments

Assignments/Activities	% Of Final Grade
Quizzes	20%
Module Assignments	40%
Midterm Exam	20%
Final Exam	20%

The final grade for this course will be determined according to the following formula:

A	94-100	A-	90-93	B+	87-89	B	84-86
B-	80-83	C+	77-79	C	74-76	C-	70-73
D+	67-69	D	60-66	F	0-59		

## How to View Grades

Updated grades can always be viewed on the Brightspace site for this course.

## Course Materials

### Required Textbook

Wade, Lisa. *Terrible, Magnificent Sociology*, 1st Ed. ISBN:978-0-393-26530-9. E-book or Paperback are acceptable.

Additional resources can be found on our course Brightspace site.

### Resources

- Access your course materials:
  - Here is the link to access Brightspace <https://brightspace.uri.edu> as well as the Brightspace resource page <https://web.uri.edu/brightspace/>.
- Get help with online learning:
  - [URI Online Learning FAQs and Student Resources \(https://web.uri.edu/online/faqs-and-student-resources/\)](https://web.uri.edu/online/faqs-and-student-resources/)
  - [URI Tips and Tools for Online Course Success \(https://web.uri.edu/teachonline/student-success-for-online-learners/\)](https://web.uri.edu/teachonline/student-success-for-online-learners/)
  - [Online and Remote Learning Tips for Students \(https://learningcenter.unc.edu/tips-and-tools/online-and-remote-learning/\)](https://learningcenter.unc.edu/tips-and-tools/online-and-remote-learning/)
- Receive assistance or sharpen your skills:
  - [URI Writing Center \(https://web.uri.edu/aec/writing/\)](https://web.uri.edu/aec/writing/)
  - [Academic Enhancement Center \(https://web.uri.edu/aec/\)](https://web.uri.edu/aec/)
- Obtain technology assistance:
  - [URI ITS Help Desk \(https://web.uri.edu/itservicesdesk/\)](https://web.uri.edu/itservicesdesk/)
- Accessibility:
  - [Disability Services for Students \(https://web.uri.edu/disability/\)](https://web.uri.edu/disability/)
- Basic Needs:
  - Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Dean of Students Office (<http://web.uri.edu/deanofstudents/contact-us/>) for support.

## Course Policies

### Student Conduct

All students must abide by the Student Code of Conduct, as outlined in the Student Handbook:

- <https://web.uri.edu/studentconduct/files/Student-Handbook-FINAL-08.22.2019.pdf>

In order to create the most beneficial, welcoming, affirming, and inclusive learning community in our online classroom, I will be honoring ALL students along with the identities and lived experiences they bring to the classroom, including, but not limited to race, ethnicity, spirituality/religion, socioeconomic status, disability/ability status, assigned biological sex, gender identity and expression, sexuality, age citizenship and immigrant status, parent status and veteran status.

### COVID Statement

URI is committed to creating a healthy environment for all community members, and to providing the academic experience our students expect — one that ensures their continued success and supports their timely degree completion. URI has COVID-19 information at this [website](#). If you are impacted by COVID and need to miss class time, please email me to plan for making up missed work.

### Classroom Protocol

For this online course, Brightspace is our classroom. Please refer to the Brightspace YouTube video tutorials (<https://www.youtube.com/channel/UCLsXtdOzKAFOCZjXav1aCRQ/featured>) before you get started and refer back to them as a resource as needed while you complete this course.

In the online learning environment, attendance is measured by your PRESENCE in the site as well as your CONTRIBUTIONS to the site. The importance of regular logins and active participation cannot be overstated.

### Participation and Late Work

Regular, online participation is expected during every day of the term and assures that all students get the full benefit of taking this class. Online participation is evident through posting to the discussion board, completing assignments, accessing audiovisual materials, completing quizzes, or other course-related activities.

All assignments are due by 11:59 p.m. on the dates listed on the syllabus. If you are going to miss a deadline due to a family or medical emergency, please notify me as soon as possible.

### Netiquette for Online Classes

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Avoid short repetitive “agree” responses and don’t make everyone else do the work.

- Consider carefully what you write. Re-read all e-mail and discussion before sending or posting.
- Remember that e-mail is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don't use up other people's time or bandwidth.
- Use descriptive subject headings for each e-mail message.
- Respect privacy. Don't forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, date of publication, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.
- 2-word postings (e.g.: I agree, Oh yeah, No way, Me too) do not count as postings.

### URI Academic Writing Standards

Specific writing standards differ from discipline to discipline and learning to write persuasively in any genre is a complex process, both individual and social, that takes place over time with continued practice and guidance.

Nonetheless, URI has identified some common assumptions and practices that apply to most academic writing done at the university level.

These generally understood elements are articulated here to help you see how you can best express your ideas effectively, regardless of your discipline or any writing assignment. Venues for writing include the widespread use of e-mail, electronic chat spaces and interactive blackboards.

URI is committed to guaranteeing that students can expect all electronic communication to meet Federal and State regulations concerning harassment or other hate speech.

Individual integrity and social decency require common courtesies and a mutual understanding that writing--in all its educational configurations--is an attempt to share information, knowledge, opinions, and insights in fruitful ways.

Academic writing (as commonly understood in the university) always aims at correct Standard English grammar, punctuation, and spelling.

The following details are meant to give you accurate, useful, and practical assistance for writing across the curriculum of URI.

Students can assume that successful collegiate writing will generally:

- Delineate the relationships among writer, purpose, and audience by means of a clear focus (thesis statements, hypotheses or instructor-posed questions are examples of such focusing methods but are by no means the only ones) and a topic that's managed and developed appropriately for the specific task.
- Display a familiarity with and understanding of the discourse styles of the discipline and/or particular assignment.
- Demonstrate the analytical skills of the writer rather than just repeating what others have said by summarizing or paraphrasing.
- Substantiate abstractions, judgments, and assertions with evidence specifically applicable for the occasion whether illustrations, quotations, or relevant data.
- Draw upon contextualized research whenever necessary, properly acknowledging the explicit work or intellectual property of others.
- Require more than one carefully proofread and documented draft, typed or computer printed unless otherwise specified.

### Academic Honesty and Plagiarism:

Cheating and plagiarism are serious academic offenses, which are dealt with firmly by the College and University. Scholastic integrity presumes that students are honest in all academic work.

**Cheating** is the failure to give credit for work not done independently (i.e., submitting a paper written by someone other than yourself), unauthorized communication during an examination, or the claiming of credit for work not done (i.e., falsifying information).

**Plagiarism** is the failure to give credit for another person's written or oral statement, thereby falsely presuming that such work is originally and solely your own.

If you have any doubt about what constitutes plagiarism, visit the following website: <https://honorcouncil.georgetown.edu/whatisplagiarism>, the URI Student Handbook, and

University Manual sections on plagiarism and cheating at <http://web.uri.edu/studentconduct/student-handbook/>.

Students are expected to be honest in all academic work. A student's name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student's own independent thought and study. Work should be stated in the student's own words, properly attributed to its source.

Students have an obligation to know how to quote, paraphrase, summarize, cite, and reference the work of others with integrity. The following are examples of academic dishonesty:

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation

- Claiming disproportionate credit for work not done independently
- Unauthorized possession or access to exams
- Unauthorized communication during exams
- Unauthorized use of another's work or preparing work for another student
- Taking an exam for another student
- Altering or attempting to alter grades
- The use of notes or electronic devices to gain an unauthorized advantage during exams
- Fabricating or falsifying facts, data, or references
- Facilitating or aiding another's academic dishonesty
- Submitting the same work for more than one course without prior approval from the instructors

Please note the following section from the University Manual:

**8.27.17.** Instructors shall have the explicit duty to take action in known cases of cheating or plagiarism. The instructor shall have the right to fail a student on the assignment on which the instructor has determined that a student has cheated or plagiarized. The circumstances of this failure shall be reported to the student's academic dean, the instructor's dean, and the Office of Student Life. The student may appeal the matter to the instructor's dean, and the decision by the dean shall be expeditious and final. Such action will be initiated by the instructor if it is determined that any written assignment is copied or falsified or inappropriately referenced.

Any good writer's handbook as well as reputable online resources will offer help on matters of plagiarism and instruct you on how to acknowledge source material. If you need more help understanding when to cite something or how to indicate your references, PLEASE ASK.

### **Office of Disability, Access and Inclusion**

Your access in this course is important. Please send me your DAI accommodation letter early in the term so that we have adequate time to discuss and arrange your approved academic accommodations. If you have not yet established services through DSS, please contact them to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom.

Americans With Disabilities Act Statement Any personal learning accommodations that may be needed by a student covered by the Americans with Disabilities Act must be made known to the university as soon as possible. This is the student's responsibility. Information about services, academic modifications and documentation requirements can be obtained from the Office of Affirmative Action, Equal Opportunity, and Diversity (AAEOD).

<https://web.uri.edu/affirmativeaction/>

Any student with a documented disability is welcome to contact me early in the semester so that we may work out reasonable accommodations to support your success in this course. Students should also contact Disability Services for Students, Office of Student Life, 330 Memorial Union, 401-874-2098.



From the University Manual: 6.40.10 and 6.40.11 Accommodations for Qualified Students with Disabilities. Students are expected to notify faculty at the onset of the semester if any special considerations are required in the classroom. If any special considerations are required for examinations, it is expected the student will notify the faculty a week before the examination with the appropriate paperwork.

## Schedule of Modules

Please note: **The deadline for submitting all work is 11:59 p.m. on the date due.**

*Successful completion of all assignments, and revision, if necessary, is required to receive a grade in the course.*

Week/Date	Topic	Assignments
Weekend Before Class Begins	Getting Ready	<ul style="list-style-type: none"> <li>• Log in to the course site on Brightspace</li> <li>• Read through START HERE Module</li> <li>• Register for InQuizitve</li> <li>• Complete InQuizitive Assignment: How to Use InQuizitive (due Mon 5/22)</li> </ul>
Monday May 22	Introductions	<ul style="list-style-type: none"> <li>• Complete Module 1</li> <li>• Discussion Forum: Introduce Yourself!</li> <li>• Assignment: Science of Social Facts Tutorial</li> <li>• Introduction Blog Quiz: The Science of Social Facts</li> </ul>
Wednesday May 24	The Self	<ul style="list-style-type: none"> <li>• Complete Module 2</li> <li>• Chapter 1 InQuizitive Assignment</li> <li>• Sociological Imagination Blog Quiz</li> <li>• Chapter 1 Key Terms Quiz</li> </ul>
Friday May 26	Culture & Construction	<ul style="list-style-type: none"> <li>• Complete Module 3</li> <li>• Chapter 2 InQuizitive Assignment</li> <li>• Lizzo and Sociocultural Constructions of the Body Blog Quiz</li> <li>• Chapter 2 Key Terms Quiz</li> </ul>

Monday May 29 (Due May 30 due to Memorial Day Holiday)	Our Identities	<ul style="list-style-type: none"> <li>• Complete Module 4</li> <li>• Chapter 3 InQuizitive Assignment</li> <li>• Chapter 3 Key Terms Quiz</li> <li>• Discussion Forum: Identity Discussion</li> </ul>
Wednesday May 31	People in Interaction	<ul style="list-style-type: none"> <li>• Complete Module 5</li> <li>• Chapter 4 InQuizitive Assignment</li> <li>• Chapter 4 Key Terms Quiz</li> </ul>
Friday June 2	Deviance & Defiance	<ul style="list-style-type: none"> <li>• Complete Module 6</li> <li>• Chapter 5 InQuizitive</li> <li>• Chapter 5 Key Terms Quiz</li> <li>• Discussion Forum: Deviance Discussion</li> </ul>
Monday June 5	Organizations, Institutions & Structures	<ul style="list-style-type: none"> <li>• Complete Module 7</li> <li>• Chapter 6 InQuizitive Assignment</li> <li>• Chapter 6 Key Terms Quiz</li> <li>• Applying Weber's Concept of Bureaucracy to the Pandemic Blog Quiz</li> </ul>
Wednesday June 7	Midterm Assessment	<ul style="list-style-type: none"> <li>• Complete Module 8 Midterm Assessment</li> </ul>
Friday June 9	Economic Inequality	<ul style="list-style-type: none"> <li>• Complete Module 9</li> <li>• Chapter 7 InQuizitive Assignment</li> <li>• Chapter 7 Key Terms Quiz</li> <li>• Written Assignment: Wealth Distribution</li> </ul>
Monday June 12	Institutional Racism	<ul style="list-style-type: none"> <li>• Complete Module 10</li> <li>• Chapter 8 InQuizitive Assignment</li> <li>• Chapter 8 Key Terms Quiz</li> <li>• Discussion Forum: Race Discussion</li> </ul>
Wednesday June 14	Gendered Oppression	<ul style="list-style-type: none"> <li>• Complete Module 11</li> <li>• Chapter 9 InQuizitive Assignment</li> <li>• Chapter 9 Key Terms Quiz</li> <li>• Written Assignment: Division of Labor</li> </ul>

<p>Friday June 16</p>	<p>Elite Power</p>	<ul style="list-style-type: none"> <li>• Complete Module 12</li> <li>• Chapter 10 InQuizitive Assignment</li> <li>• Chapter 10 Key Terms Quiz</li> <li>• Becoming a Doctor: Inequities in Medical Training Blog Quiz</li> </ul>
<p>Monday June 19</p>	<p>The Power of the People</p>	<ul style="list-style-type: none"> <li>• Complete Module 13</li> <li>• Chapter 11 InQuizitive Assignment</li> <li>• Chapter 11 Key Terms Quiz</li> <li>• Discussion Forum: Collective Action Discussion</li> </ul>
<p>Wednesday June 21</p>	<p>Our Future on Earth</p>	<ul style="list-style-type: none"> <li>• Complete Module 14</li> <li>• Chapter 12 InQuizitive Assignment</li> <li>• Chapter 12 Key Terms Quiz</li> <li>• InQuizitive Assignment: Appendices – a Short History of Sociology and A Guide to Sociological Research</li> <li>• Climate Change, Work, and the Economy Blog Quiz</li> </ul>
<p>Friday June 23</p>	<p>Final Assessment</p>	<ul style="list-style-type: none"> <li>• Complete Module 15 Final Assessment</li> </ul>

***We acknowledge that this land we meet on here today is the traditional land of the Narragansett people and that we respect their spiritual relationship with this land. We also acknowledge the Narragansett people as the traditional custodians of this land, and that their traditional cultural beliefs and practices are still important to the living Narragansett people today. We also pay respects to the cultural authority of the Wampanoag Tribe of Gay Head (Aquinnah) and of other Native peoples throughout southern New England and elsewhere who are here with us today, either in person or remotely (King & Robinson, 2017).***