

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number SOCI 111 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Our department is requesting to add SOCI 111 to the social and behavioral science menu. See attached application and syllabus.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	–	I	I	I
2.	Description (not affecting content)	A	A	A	I	–	I	I	I
3.	Course term(s)	A	I	A	I	–	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	–	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	–	A	A	I
6.	Course number within the hundred	A	A	I	I	–	I	I	I
7.	Course number beyond the hundred	A	A	A	A	–	A	A	I
8.	Prerequisites	A	A	A	I	–	I	I	I
9.	Course fee(s)	A	–	A	–	–	–	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	–	A	A	I
11.	Cross-list course	A	A	A	A	–	A	A	I
12.	Department of record	A	A	A	A	–	A	A	I
13.	Close a course	A	A	A	A	–	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	–	A	A	I

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	Change to the University Requirements (All Campuses)	Dept./School¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	–	A	–	A	–	A	–
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	–	A	–	A	A	A	–
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	–	–	–	A	–	A	–	A	–
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	–	A	–	A	A	A	–
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	–	–	–	–	–	A	A	A	A	–
2.	Policies governing academic probation and suspension	–	–	–	–	–	A	A	A	A	–
3.	Requirements for graduating with honors	–	–	–	–	–	A	A	A	A	–
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	–	A	A	–	A	–
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	–	A	A	–	A	–
7.	Educational Program — Add ³	A	A	A	A	–	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	–	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	–	A	A	–	A	–
10.	Minor — Revise	A	A	A	I	–	I	I	–	I	–
11.	Minor — Add	A	A	A	A	–	A	A	–	A	–
12.	Minor — Discontinue	A	A	A	A	–	A	A	–	A	–
13.	Degree — Add	A	A	A	A	–	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	–	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	–	R	A	–	A	A	A	A	I
16.	Minor — Discontinue	R	–	R	A	–	A	A	–	A	–
17.	Degree — Discontinue	R	–	R	A	–	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Department/School Chair(s)	
 _____ <i>Signature</i>	9-15-2022 _____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

University General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Abilene Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of Faculty Senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for Social and Behavioral Science Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Social and Behavioral Science Description

Courses within this domain help students examine behavior and interactions among individuals, groups, institutions, and events to understand the complexities of social systems.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be based on the rubric submitted as part of this course application.

Subject code, course number, and title of course:	SOCI 111, Introduction to Sociology
Terms offered:	Fall and Spring
Catalog description:	An introduction to sociology as a social science. Basic concepts and principles of the discipline are employed in fulfilling the influence of culture and social interaction on social behavior. May be used to satisfy University Requirements.
Course prerequisites:	None
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	None
Other general education menus on which the course appears or you are applying for:	None

Description of Menu Fit

Please describe how your class fits into the Social and Behavioral Sciences Menu (200 words or less).

This course introduces students to sociology, a social and behavioral science discipline. Introduction to sociology requires students to examine human behavior at the individual, group, institutional, and nation-state levels. Students are introduced to and develop skills in social scientific data analysis and complex social systems like culture, the family, and healthcare.

Course Content

Using your syllabus as evidence, demonstrate that either the majority of course content or the majority of graded student work adheres to the Social and Behavioral Sciences description above (200 words or less).

Both the course content: chapters in a standard Introduction to Sociology text, supplementary readings and media, and assignments, introduce sociology as a social scientific discipline with a broad range of applications both within and outside of professional sociology. Course texts and media content offer complex and nuanced perspectives on human behavior, often addressing particular social issues and examining them with social science research methods and theoretical perspectives.

Assessments, like 13 in-class quizzes, help students demonstrate their content knowledge on a variety of topics within the social sciences, such as race, class, gender, culture, crime and deviance, religion, the family, and health. Each topic requires students to examine human behavior at the micro-, meso-, and macro-levels.

The semester-long Infographic project requires students to examine the complexity of social life by comparing and contrasting groups on outcomes they select. By creating a visual product that reveals intersectional inequalities, students leave the course with a much better understanding of contemporary social science perspectives. Outcome C2 is covered quite well by the Infographic Project's Artist Statement, which requires students to read and interpret social science data.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

None

Relevant Outcomes

At a minimum, a course applying to the Social and Behavioral Science menu must address at least one performance indicator from each of the following areas:

- Social and Behavioral Sciences Subject Matter
- A2: Listen to, understand, and critically evaluate rhetorical claims.
- C1: Evaluate widely disparate sources of information and competing evidence to form their own reasoned positions.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each performance indicator. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
SBS subject matter	In-class quizzes
Outcome A2	In-class quizzes
Outcome C1	Infographic Project (assessment of source material)
Outcome C2	Infographic Project Artist Statement

Please use the following rubric to perform assessment each year. If a performance indicator is not assessed, please write “Not Assessed” in the “Meets Expectations” section. The last two pages have rubric examples for your reference; these pages may be deleted before submitting your application.

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Fewer than 84% of students will earn a "C" or above average on in-class quizzes.	84% of students will earn a "C" or above average on in-class quizzes.	90% of students will earn a "C" or above average on in-class quizzes.

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Fewer than 84% of students will earn a "C" or above average on in-class quizzes.	84% of students will earn a "C" or above average on in-class quizzes.	90% of students will earn a "C" or above average on in-class quizzes.
Interpret source within rhetorical context			
Evaluate relevance of source within multiple contexts			

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic			
Develop and express an evidence-based viewpoint on a topic	Fewer than 84% of students will earn a "C" or above average on an assessment of sources for their infographic project.	84% of students will earn a "C" or above average on an assessment of sources for their infographic project.	90% of students will earn a "C" or above average on an assessment of sources for their infographic project.
Synthesize information from multiple sources			

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Fewer than 84% of students will earn a "C" or above average on	84% of students will earn a "C" or above average on an assessment of their	90% of students will earn a "C" or above average on an assessment of their

	an assessment of their Infographic Project Artist Statement.	Infographic Project Artist Statement.	Infographic Project Artist Statement.
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Example Shortcomings

- Students answer fewer than 75% of test questions correctly
- Students provide inaccurate or incomplete response to essay prompts
- Students fail to reference source material in defense of their own position, or misuse source material
- Students take ideas/information from only a single source to form a position

Example Interpretations for Meets Expectations

- Students correctly answer 75% or more of test questions focused on Social and Behavioral Sciences subject matter
- Students respond accurately and completely to an essay prompt targeting Social and Behavioral Sciences subject matter
- Students accurately paraphrase source material in their own words
- Students use source material to defend their own position
- Students take ideas/information from multiple sources to form a position
- Students correctly answer questions about data
- Students accurately draw conclusions about data

Example Points of Excellence

- Students correctly answer 90% or more of test questions focused on the subject matter above
- Student response to prompt is especially thorough and/or imaginative
- Student response to prompt successfully integrates knowledge from other courses
- Students recognize the conflict between multiple sources and build a position that solves that conflict

Example Rubric

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Students correctly answer fewer than 75% of SBS test questions in Exam 1	Students correctly answer 75% or more of SBS test questions in Exam 1	Students correctly answer 90% or more of SBS test questions in Exam 1

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Students have errors in their paraphrasing of source material in Essay 2	Students accurately paraphrase source material in their own words in Essay 2	N/A
Interpret source within rhetorical context	Students ignore or misrepresent context of a source in Essay 2	Students identify relevant aspects of context for a source in Essay 2	Students correctly use the context of a source to explain their own position in Essay 2
Evaluate relevance of source within multiple contexts		Not assessed.	

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic		Not assessed.	
Develop and express an evidence-based viewpoint on a topic	Students cite evidence from one or fewer sources in Essay 2.	Students cite evidence from two or more sources that effectively supports their position in Essay 2	Students cite evidence from four or more sources that effectively supports their position in Essay 2.
Synthesize information from multiple sources		Not assessed.	

Student Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Students answer fewer than 50% of test questions on data correctly in Exam 1.	Students answer the majority of test questions related to reading data correctly in Exam 1.	Students answer 80% or more of test questions related to reading data correctly in Exam 1.

Introduction to Sociology
SOCL 111 Section 01 and H1
Fall 2022
Biblical Studies Building Room 130
Mondays, Wednesdays, and Fridays
Always subject to change

Class details: In-person meetings MWF 2:00-2:50 in BSB 114 on the ground floor of the Biblical Studies Building. Synchronous Zoom classroom available for those who are ill or in isolation/quarantine. Class recordings available after class in the Canvas Module for each day.

Instructor: Dan Morrison, PhD Office: 211 Sherrod Building Email: dan.morrison@acu.edu Web: Canvas	Student Consultation Hours. Check availability and sign up at https://calendly.com/drm-acu/15min ; email if these days and times do not work for you. This document outlines the many reasons you should visit with me in student hours.
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COVID Safety Statement

In an effort to keep all members of our community safe, this instructor supports the ability of each person to mask as they feel comfortable.

Course Description

This course introduces you to the art of thinking like a sociologist. Just as becoming an effective lawyer, doctor, businessperson, or artist takes practice, so too with developing sociological insight. We will practice thinking, talking, and acting like sociologists in this class. Sociologists use theories and research methods as tools to learn about how our society works. We will investigate sociology by doing sociology. The discipline of sociology is dynamic because its subject, society, is dynamic. We practice sociology by examining sociological theory and methods, patterns of social interaction, sociologists' understanding of social structure and social stratification, race, gender, sexuality, the family, culture, crime, and medicine. Through our investigation, we will uncover the general strategies and orientations sociologists bring to their work, and consider how these differ from other social sciences, and from the much more common, uncritical attitude that characterizes most of our interactions.

Sociology is not simply an organized set of facts, theories, or concepts. Sociology is a way of understanding and living in the world. Everyone in this class is a social actor, engaged in interaction with me and with each other. All interactions occur within a context *not entirely of our own making*. We are all simultaneously embedded within, and responsive to, networks of friends, families, communities, and institutions like ACU and the state of Texas. These networks both enable and impose constraints on our behavior. The lessons, attitudes, and dispositions you learn in this classroom can help you navigate these networks and institutions today, and ideally, for many years to come.

Student Learning Outcomes

At the conclusion of this course, students will be able to:

- Define and demonstrate the use of the “sociological imagination.” In this course, you’ll have the opportunity to try on the sociological way of thinking and asking questions in order to illuminate new and interesting perspectives on the way life is lived today.
- Demonstrate your understanding of key sociological concepts and their application in several domains, including race, class, gender, culture, crime and deviance, the family, social control, and medicine.
- Communicate your understanding of social inequalities and privileges in their complexity through creating an informative visual product.

Students and Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support:

Mark Lewis, Dean of Students 325-674-2067

Students who struggle to afford groceries or access sufficient food to eat are especially encouraged to reach out to SOAR at: soar@acu.edu

Finally, please notify me of any difficulties you are having in meeting your basic needs. I will do my best to find the resources you need.

Readings

We will be using *A Sociology Experiment*, a low-cost, PDF-based textbook. You may purchase access to this text at the ACU Bookstore (and only at the bookstore) for about \$15. You must show proof of purchase to access the textbook for this class.

Students should read the assigned material (posted to Canvas in a tool called Perusall) and come to class prepared to answer questions using their electronic devices when requested and responding verbally. Students who are unwilling to do the reading or attend class will not perform well in the course, as your learning will be assessed based on readings and work completed in class. [Use this guide to help you succeed in class.](#)

We will be using Canvas to host readings, administer quizzes, and do a bunch of other stuff. I highly recommend a laptop for these purposes, and that you install LockDown Browser.

Assessing your Learning

This course emphasizes qualitative rather than quantitative assessment. The university requires that each student receive a final grade at the end of the term. However, I will not grade most of your assignments. Instead, I will engage your work with questions and comments that are meant to challenge you and enhance your understanding of the course material. You will also be responsible for reflecting carefully on your own work and your progress across the semester.

If this process causes you anxiety or stress, please schedule an appointment with me during student hours to talk about your progress in the class. If you are worried about your grade, your best strategy is to do the readings and complete the assignments.

At the end of the semester, your final grade will be based upon your own self-assessment. Only in rare circumstances will I override your own assessment of your performance in this class.

Learning Opportunities:

1. **Reading:** No assignment is as important for your progress in this class, therefore I expect for you to keep up and be an active critical reader. The specific reading assignments and their due dates are listed below in the Course Schedule. Read the material before the class in which it is covered. [Use this short reading rubric and tips to help you get the most out of your reading.](#)

In addition to the textbook on Perusall, I have selected articles and other resources to extend your learning in each unit of the course. You will also use Perusall within Canvas to complete these reading assignments. The Perusall system grades your reading practice and your comments/questions/annotations on each document. This grade is based on how much of the article you read, how many comments/questions you write, how many comments/questions you reply to, how often your comments are “upvoted” and the quality of your writing. Quality is assessed mostly through the comprehensiveness of your comment/question/response.

I will use Perusall’s grading features and provide students with comments, questions, support, and constructive feedback in order to spur your thinking.

2. **In-Class Quizzes:** There are 12 quizzes, comprised of multiple choice questions. I will drop your lowest quiz score. Administered via Canvas, each quiz will randomly scramble the questions so that there is no point in trying to observe your neighbor’s screen. You will have 20 minutes to complete all questions. The material covered by the quizzes will draw from readings, lectures, class discussions and class activities. While I do not explicitly test on prior material, each quiz may contain one or more questions on past topics, concepts, and theories. **Missed Quiz Policy:** Missed quizzes will be recorded as zeros in the gradebook. Excused absences do not fall under this policy.

3. **Final Quiz:** There will be a final quiz for this course on Friday, December 16 from 12-1:45 p.m. It will be just like the other 12 quizzes in class, featuring 20 multiple-choice questions. This assessment is comprehensive, and may include questions you have seen before. Students should plan on attending class and the final exam period. Your final quiz and the final assessment will both take place during the final exam time in BSB 130.

You must take this final exam; it cannot be dropped. Late final exams are not given unless your absence is excused by a note from the Dean's Office. You may be given an alternate exam.

4. **Infographic assignment using Infogram.com:** Each student will create their own (free) account on Infogram.com and build an infographic relevant to social inequality and/or privilege based on multiple social categories (such as race and gender; race and social class; gender and sexuality). You will create an infographic with four elements. You will also write a 500-750 word "artist statement" about your infographic, describing the social categories you examined, explaining why you chose the graphics that you did, and citing your data sources. More information available on Canvas.

5. **In-class writing and participation:** Class participation is absolutely essential if you are to achieve the kind of deep and sustained learning that is the goal of this course. Reading, hearing, and speaking are equally important factors in learning sociology. The course will be more productive and enjoyable if students attend class, ask questions, and contribute their own sociological insights during discussion. For these reasons, I explicitly take participation into consideration when I provide feedback on your work. No late in-class writing assignments are accepted.

Like learning a new language, I believe that reading, hearing, and speaking are equally important factors in learning sociology. Frequent, in-class assignments, such as polling questions, help you *recall* and *consolidate* your learning from assigned learning materials. Furthermore, I assure you that the course will be more productive and enjoyable if students ask questions and share their own insights during discussion.

6. **Reflective Essays and Final Self-Assessment.** Periodically throughout the semester you will pause, reflect on your learning, and assess your progress in meeting the learning goals for this course. At the end of the semester, you will complete a self-assessment that gives you the opportunity to demonstrate how you have met the student learning outcomes for this course. Details for these are available on Canvas. Your final quiz and the final assessment will both take place during the final exam time in BSB 130.

Optional: Meet with Dr. Morrison. I am strongly encouraging every student to meet with me during the first four weeks of the semester. You can make an appointment at <https://calendly.com/drm-acu/15min>. Several 20-minute time periods are available. This meeting is not required, but is encouraged. I want to get to know each student as a unique person.

The Grading Philosophy:

This course is designed using adult learning theory. Practically speaking, this means that we focus on *growth and development* rather than passing judgment on your learning. In this course, we will utilize **ungrading**, which means that I provide feedback on your academic work rather than assigning a grade.

Research suggests that most of the time, students focus on the grade their work received rather than any feedback that the instructor or others have provided. Practices such as these shift focus from the process of learning to the grade itself. In order to help everyone learn meaningfully in this course, I will provide many opportunities to *demonstrate your understanding* of the course materials, to *reflect on your learning process*, and *suggest a grade for your work, including a final grade for the course*. ACU requires that faculty members assess student work and provide a final grade in the course. We'll just do that a bit differently in this class. In other words, your work will be given serious thought and sustained feedback.

Final Exam: See details above and check Banner for date and time.

Course Evaluations: Please complete these near the conclusion of the course. You should receive email reminders.

Disability Services: Abilene Christian University and the Department of Communication and Sociology comply with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have an established disability as defined in the Americans with Disabilities Act and would like to request accommodation, please see me as soon as possible. You should also contact ACU's Alpha Academic Services concerning disability accommodations at: (325) 674-2667.

Grade Challenges: I do not anticipate many grade challenges, but in case you have any concerns:

There are two types of grade challenges, "administrative" and "substantive." Administrative grade challenges occur when there is a discrepancy between the grade on the assignment and the grade posted on Canvas. Administrative grade challenges will be handled by the instructor immediately. It is important for the student to bring grade discrepancies to the instructor's attention as soon as possible.

Substantive grade challenges are those in which the student does not agree with the grade received on an assignment. If you are unhappy with a grade that you received and you feel that it is unfair then you may submit a grade challenge to the instructor. All grade challenges must be submitted by the class session after receiving the graded assignment. Grade challenges must be typed and must state specifically how the student believes the submitted work meets the requirements of the assignment. The student must specify where in the work the requirement was met. The original work must be turned in with the grade challenge. No other form of grade challenge will be accepted.

Note that I will not consider disputes over the meaning of a question or instruction, as these should be clarified before the work is originally submitted.

Should you wish to dispute your final grade, please know and follow the official policies. You will find these in the student handbook.

Academic Integrity: Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

This Course is Intellectual Property: Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person. Quiz questions are the property of the instructor or others.

Transferring, uploading, copying, pasting, or otherwise submitting quiz questions and/or answers to platforms such as Quizlet are strictly prohibited and a violation of the academic integrity policy.

Please check the ACU Academic Calendar for add/drop/withdrawal dates.

What You Can Expect From Me

- I will be transparent and honest about my grading policies, teaching philosophy, and thoughts on the course. If anything is unclear, please let me know!
- I am available to meet with students outside of class during student hours, by appointment, or whenever I am in my office. Feel free to stop by with any questions or to just say hi!
- I will arrive at class on time, organized and prepared, and will not keep you past the time allotted.
- I strive to provide feedback on coursework within two weeks.
- I have high expectations of students, confident that they are intelligent, hard-working, and deserve to be treated as adults. I also aim to show my respect for your diversity, your beliefs and interests, and the other demands on your lives, both personal and

academic.

- I am interested in getting to know you. From my perspective, caring about your progress in my class is intimately tied to caring about you as a person and the issues that are relevant to your life.

What I Expect From You

- Please be respectful in class. This includes: silencing your phone; not sleeping, doing crosswords, using your laptop or tablet in ways unrelated to the course, reading unrelated materials; and not being disruptive to those around you.
- The instructor will monitor attendance. Attendance means being present both physically and mentally. You may use electronic devices to support your learning.
- Students should arrive before class is scheduled to start. Tardiness is disruptive to both the professor and your peers. Likewise, please do not begin packing up your materials until class has ended. Arriving more than five minutes past the hour and you'll be counted tardy.
- Please be courteous in your participation, as both a speaker and a listener. I encourage you to focus your discussion on broader society, social theory, and course concepts, and to show consideration for all perspectives.
- A college degree signifies both mastery of course material and the ability to express that knowledge eloquently. Therefore, students should devote time to the mechanics of their written work, paying specific attention to structure, word choice, grammar, spelling, and punctuation. Your infographics also assess students' ability to communicate in visual media and should be taken just as seriously.
- This bullet point contains an Easter egg. Students who find this bullet and email the instructor with a picture of Billy Curl will receive .5 points added to their final grade in the class. Deadline: Monday, September 5 at 2:00 p.m.
- Students should regularly check their Abilene Christian University email accounts and Canvas for updates, changes, or reminders. These will be my primary means of communicating with students outside of class.

Course Policies

- If you will miss a due date or assessment for a *legitimate* reason, you must notify me beforehand.
 - If you need to bring your child to class, please do so. If you have troubles, please let me know. I am here to help and support you.
 - I reserve the right to modify the syllabus, including the schedule, grading, and requirements, as deemed necessary. Students can expect that I will announce such changes in class and/or post the information on Canvas.
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CLASS SCHEDULE

*The course should proceed as outlined below. However, I reserve the right to employ the technique of **improvisation** as the students, the class, and the course demand. Such revisions may involve an extra (short) reading. This is the nature of the academic enterprise—you may not know in advance what you need to know in order to do your work well.*

Unit 1: Building Your Sociological Imagination. This section of the course helps you achieve Learning Goal 1: Define and demonstrate the use of the “sociological imagination.”				
Wk	Date	Themes; Questions	Read	Tasks
1	Aug. 29	Themes: Learning Strategies, Introduction to the course Sociologists tackle big questions, such as: Why is our society organized in the way it is? What is the relationship between the individual and group?	Watch “How to Get the Most Out of Studying” videos 1-5 Canvas/Perusall Read, comment on, ask and answer questions about the course syllabus Canvas/Perusall	In class: Values and Strengths
	Aug. 31	Consider: Metacognition. What it is, how it can work for you. What does a successful college student know? What does a successful college student do? How does a successful college student approach coursework?	Chambliss, “The Mundanity of Excellence” Canvas/Perusall And How should students study? Psychological Science.org CCanvas/Perusall	
	Sept. 2	Consider: What is sociology? What do sociologists do? What will it take to succeed in this class?	Textbook Chapter 1 in Perusall Introduce Infographic Project	Think: How might I achieve excellence this semester? What do I need to be successful? Quiz 1 in class. This will be a quiz on the

				syllabus, Chambliss, the Chew videos, and the assigned article on how to study.
2	Sept. 5	What unique perspective do sociologists bring to the world?	Textbook Chapter 1 in Perusall Reading due Canvas/Perusall	
	Sept. 7		Berger, "Invitation to Sociology" Canvas/Perusall	
	Sept. 9	Themes: Sociological Method	Textbook Chapter 2, "Research Methods" in Perusall	Quiz 2 in class on Chapter 1, Berger.
3	Sept. 12	Consider: How do sociologists discover truths about society and its members?	Best, "Promoting Bad Statistics." Canvas/Perusall	
	Sept. 14	Consider: The practice of everyday life.	Textbook Chapter 3, "Social Structure and the Individual"	Quiz 3 in class on Textbook Chapter 3, Best
	Sept. 16	Continuing	Textbook Chapter 3, "Social Structure and the Individual" Reading due Canvas/Perusall	
4	Sept. 19	What is the self?	Goffman, "The Presentation of Self in Everyday Life." Canvas/Perusall and Hochschild, "Feeling Management: From Private to Commercial Uses." Canvas/Perusall	
	Sept. 21		Gross, "Why do Democrats Keep Saying 'Structural'?" Canvas/Perusall	
	Sept.	Theme: Social Class,	Textbook Chapter 4, "Social	Quiz 4 in class on

	23	Poverty, and Inequality	Class, Poverty, and Inequality”	Ch. 3, Goffman & Hochschild
Unit 2: Understanding Sociological Concepts across Applications. This section of the class helps you achieve Learning Goal 2: Demonstrate your understanding of key sociological concepts and their application in several domains, including race, class, gender, culture, crime and deviance, the family, social control, and medicine.				
5	Sept. 26	Continuing.	Textbook Chapter 4, “Social Class, Poverty, and Inequality” Reading due Canvas/Perusall	
	Sept. 28		Lareau, “Social Structure and Daily Life.” Canvas/Perusall	Infographic Embed 1 due on Discussion Board in Canvas, by class time. You should submit your two peer review comments by class time on Sept. 30.
	Sept. 30	Is social life best understood as one big competition for control of resources? If so, who are the players?	Marx, “Manifesto of the Communist Party.” Canvas/Perusall and Gans, “Positive Functions of the Undeserving Poor...” Canvas/Perusall	Dr. Morrison is away for a conference. An alternative to class time will be provided.
6	Oct. 3	Consider: Racial Inequality	Textbook Chapter 7, “Race and Ethnicity”	Dr. Morrison is away for a conference. An alternative to class time will be provided. Quiz 5 on Ch. 4, Lareau, Marx, and Gans
	Oct. 5	Continuing.	Textbook Chapter 7, “Race and Ethnicity” (reading assignment	

			in Perusall due)	
	Oct. 7		The Problem We All Live With - - Parts 1 and 2 (This American Life)/podcast Canvas/Perusall	
7	Oct. 10	White Privilege. Guest: Dr. Jason Fikes, Director of ACU Press & Leafwood Publishers on the history of ACU in the 1920s.		
	Oct. 12		Du Bois, "The Souls of Black Folk." Canvas/Perusall	
	Oct. 14	Consider: Gender Inequality, Sexuality	Textbook Chapter 6, "Gender and Sexuality."	Quiz 6 on Chapter 7, Dr. Fikes, The Problem We All Live With, and Du Bois.
8	Oct. 17	Continuing	Reading assignment for Textbook Chapter 6, "Gender and Sexuality." due via Canvas/Perusall	Infographic Embed 2 due on Discussion Board in Canvas, 1 p.m. Submit two peer review comments by class time October 19. Mid-semester course feedback collected.
	Oct. 19	Why are college-aged people most likely to commit and be victims of sexual assault?	Read: Armstrong Hamilton and Sweeney "Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape." Canvas/Perusall	
	Oct.	Fall Break -- No Class		

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9	Oct. 24	Themes: Gender-related violence. How might we work to reduce or end sexual assault on campus?	Hirsch and Khan, "Preventing Campus Sexual Assault isn't just about Sex, it's also about Race." Canvas/Perusall	
	Oct. 26	Theme: What is a Family?	Start on Textbook Chapter 8, "Families"	Quiz 7 in class on Chapter 6, Armstong et al., Hirsch & Khan
	Oct. 28	What kinds of families are there?	Textbook Chapter 8, "Families" reading assignment due Canvas/Perusall	
10	Oct. 31	How do families today differ from those in the past?	"Family Readings" Packet on Canvas: "Unmarried with Children"; "How History and Sociology Can Help Today's Families"; and "The Way We Weren't: The Myth and Reality of the 'Traditional' Family" Canvas/Perusall	
	Nov. 2	Theme: Culture How do ideas about who "we" are shape our behavior?	Textbook Chapter 5, "Culture"	Quiz 8 in class on Chapter 8 and the Family Readings
	Nov. 4	Continuing	Textbook Chapter 5, "Culture" Reading due Perusall/Canvas	
11	Nov. 7	Are people mostly passive consumers of cultural products?		
	Nov.	Is there a "ghetto culture"?	Anderson, "The Code of the	

	9		Streets." Canvas/Perusall	
	Nov. 11	Consider: Why are people religious?	Textbook Chapter 10, "Religion"	Quiz 9. Content: Chapter 5 and Anderson
12	Nov. 14	Are there multiple ways to be a religious person? To be a Christian?	Textbook Chapter 10, "Religion" Reading due Canvas/Perusall	
	Nov. 16	How do churches compete for members?	Perrin, "What Makes a Church Strong?..." Canvas/Perusall Podcast: Whitehead & Perry on Christian Nationalism Canvas/Perusall	Infographic Embed 3 due on Discussion Board in Canvas by class time. Submit two peer review comments by class time Nov. 18.
	Nov. 18	Theme: Crime Why do people do bad things?	Textbook Chapter 13, "Deviance, Crime, & Violence"	Quiz 10. Content: Religion, Perrin, Whitehead & Perry
13	Nov. 21	Continuing	Textbook Chapter 13, "Deviance, Crime, & Violence" assignment due Canvas/Perusall	
Thanksgiving Break Nov. 23-25				
14	Nov. 28	What defines something as bad to do in the first place?	Chambliss, "Saints and Roughnecks." Canvas/Perusall	
	Nov. 30	Militarized Policing as Deviance Could policing itself be problematic?		
	Dec. 2	Theme: Health and Medicine	Textbook Chapter 15, "Health & Illness" Reading due Canvas/Perusall	Quiz 11 on Chapter 13, Chambliss, militarized

				policing.
15	Dec. 5	How powerful are doctors, and what control does allopathic medicine have over our lives?	Wilkinson & Pickett, "Income Inequality and Social Dysfunction" Canvas/Perusall	
	Dec. 7		Williams, "Miles to Go Before We Sleep" Canvas/Perusall	
	Dec. 9		Mills, "The Promise" Canvas/Perusall	Quiz 12 on Chapter 15, Wilkinson & Pickett, Williams.
Unit 3: This section of the class, and the entire infographic project, helps you achieve Learning Goal 3: Communicate your understanding of social inequalities and privileges in their complexity through creating an informative visual product.				
16	Dec. 16	FINAL EXAM features questions from past quizzes and on "The Promise" In BSB 130 via LockDown Browser Final Self-Assessment	Friday from 12-1:45	Final Infographic Due via Discussion Board on Canvas, 5 p.m. Artist Statement on your Infographic due via Canvas Assignment, 5 p.m.