



RANGER COLLEGE  
DISTANCE EDUCATION

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COURSE SYLLABUS

**INTRODUCTION TO SOCIOLOGY**

**SOCI 1301**

**3 credit hours**

**INSTRUCTOR:**

**Jennifer L. Shoemake**

## SOCI 1301 Shoemake – Course Syllabus

INSTRUCTOR: Jennifer L. Shoemake  
EMAIL: jshoemake@rangercollege.edu  
OFFICE: Online Instructor

### **I. Texas Core Curriculum Statement of Purpose**

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

### **II. Course Description**

Introduction to Sociology will involve the study of the basic elements of human society; human behavior, culture, personality, social groups, social institutions; the social processes as a product of group and community organization.

### **III. Required Background or Prerequisite**

Passing score on THEA reading section or equivalent alternate test.

### **IV. Required Textbook and Course Materials**

Macionis, John J., *Society, The Basics*. 15th Ed. 2017. Prentice Hall.  
ISBN: 0135193400

### **V. Course Purpose**

Introduction to Sociology provides a broad overview of issues that many sociologists—not to mention the general public—find fascinating. These include, for example, social inequality, political corruption, crime, deviance, and racism, among others. You will examine the underlying causes of these things. In addition, you will articulate the handling and resolving some of these issues as a society. Real world applications are essential.

### **VI. Learning Outcomes**

- Define sociology; outline the growth of sociology as a science over the last 200 years.
- Understand that the Sociological Perspective may be described as, “seeing the general in the particular”.
- Realize that the sociological investigation involves the human condition, and as such, cannot ever be considered an “exact science”.
- Understand that culture is more than language, religion, and material objects; it is also a way of thinking and acting.

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- Realize that after the sexual revolution of the 1960's and 1970's; along with the increasing technologies that have led to huge advancements in communications, sexuality has been placed on a pedestal among many in our nation and others alike.
- Take into consideration that while deviance might be described as the violation of society's norms, we are a multicultural nation, and as such; it is sometimes difficult to determine when that line has been crossed when dealing with such diverse groupings.
- Understand that social inequality and stratification involves more than just the economic; it also includes divisions according to race, gender, disability, age and social class.
- Realize that of all of the social institutions, the economy has the greatest influence on the others, namely, the family, government, religion, education and health care.
- Understand that social change is an ongoing process, that it is not always intended or welcomed, and that some changes are more important than others.
- Realize that sociological research is often driven by theory, or through deductive reasoning, while at other times theory is generated during or as the result of the research process itself, or through inductive reasoning.

### VII. Core Objectives

This course meets the following of the six Core Objectives established by Texas:

- **Critical Thinking Skills (CT)** – Creative thinking, innovation, inquiry, and analysis; evaluation and synthesis of information
- **Communication Skills (COM)** – effective development, interpretation and expression of ideas through written, oral, and visual communication
- **Empirical and Quantitative Skills (EQS)** – The manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork (TW)** – The ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility (SR)** – Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **Personal Responsibility (PR)** – The ability to connect choices, actions, and consequences to ethical decision-making.

### VIII. Methods of Instruction

This is an online lecture course. All tests and assignments can be completed from remote sites. The Blackboard software system houses all aspects of the course.

The following computer and technology skills are required for this course:

- Ability to use devices to communicate with other systems to access data, upload, download
- Ability to use e-mail to create, send, respond, use attachment
- Ability to use presentation graphics such as PowerPoint to create slides, displays

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- Ability to use word processing
- Ability to navigate systems such as Blackboard and the Internet

The following are technological requirements for this course:

- Microsoft Office Word and Power Point (97-2003 or 2007)
- High Speed Internet Connection

Once you log in to our course on Blackboard, please take a look at the tabs on the left hand side of the page. The tabs that we will use the most will be the Content, Information and Discussion tabs. These tabs are how you will access your weekly assignments, post to the Discussion Board, and complete examinations. If you have any questions at any time during the course, please feel free to e-mail me at any time.

### IX. Methods of Assessment

Final Grade Scale: A = 90-100%   B = 80-89   C = 70-79   D = 60-69   F = Below 60

The final grade will be based on the following weights:

- **Chapter examinations (3): 25%**  
There are four examinations composed of multiple-choice questions. Each test will have 50 questions (worth 2 points per question).
- **Final Examination: 25%**  
The final examination is a proctored examination taken at a Ranger College testing site. This exam is not comprehensive.
- **Reflection Paper/Writing Assignment: 25%**  
Each student will be required to complete one reflection paper worth 100 points. The paper topics will be taken from the covered material, and each student will have much of the semester to prepare for this assignment. (See the end of the syllabus for details.)
- **Message Board Responses: 25%**  
Along with each chapter's notes, I will post chapter discussion topics on our course discussion board. The only criteria for message board responses is that they be 1) relevant to the topic at hand, 2) free of any profanity or vulgar vocabulary, and 3) at least 4 sentences in length. The purpose of this is for the instructor to evaluate your knowledge and personal feelings toward the selected topics. Message topics will be posted, and it is the student's responsibility to monitor the message board at all times. **Because this a course conducted entirely online, this is will also serve as our participation grade, and it is imperative that you pay attention to Blackboard, and stay on top of our course.**

### Discussion Board Grading Rubric

Received: The discussion was submitted no later than the due date, or late submission arrangements were made with instructor.

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20 points

Social Relevance: The writer's central purpose is applicable to discussion assignment, and a broad, macro-level of society is used in application.

20 points

Organization: The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. Statements are clear and specific facts are linked together using examples.

20 points

Grammar, Spelling, Writing Mechanics (punctuation, italics, capitalization, etc.): The writing is free or almost free of errors. Document appears to have been proofread.

20 points

Use of References/Acceptable References/APA Format: Compelling evidence from professionally legitimate sources is given to support claims. References are used to support facts and are educational and valid. (No sources given from unsupported websites. Author's names, journal titles, page numbers, etc. should be provided.)

20 points

Discussion Grade: (100 possible)

### X. Online Course Policies

The following rules and guidelines about behavior are to be memorized, internalized, and strictly adhered to. Failure to do so will negatively impact your experience of this class, not to mention your grade.

1. **Turn in assignments on time.** Each of the tests and writing assignments give you seven days to complete the work. That should be an ample amount of time. To protect you against unexpected emergencies, **DO NOT WAIT UNTIL THE LAST DAY TO DO YOUR WORK.** By accepting this syllabus, you agree to accept a score of zero on any late work.
2. **Don't cheat.** Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action. Any assignment reflecting cheating, plagiarism, or any other form of academic dishonesty will receive a grade of zero. A second instance will result in automatic failure of the class and a report being filed with Ranger College's Vice President of Instruction. The consequences of this report can be quite severe for your academic future. For more details, see the section of the Ranger College Catalog (available at [www.rangercollege.edu/catalog.pdf](http://www.rangercollege.edu/catalog.pdf)), titled "Student Misconduct," subsection "Academic Dishonesty."
3. **Email:** I am happy to communicate with you by email and will do my best to respond within 24 hours during the week. In the subject line of any email that you send me, please indicate the content of the email. Then begin your message in the following manner:

Dear Mrs. Shoemake,

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My name is \_\_\_\_\_ and I am in your Introduction to Sociology course.

**XI. Course Outline/Schedule  
TENTATIVE SCHEDULE  
Dates/Reading/Topic**

<b>Week 1</b>	Course Introductions/ CHAPTER 1: SOCIOLOGY: PERSPECTIVE, THEORY, AND METHOD. (Core Objectives Covered: CT)
<b>Week 2</b>	Chapter 1 (Continued) <b>Plagiarism Quiz, Chapter 1 Discussion Due.</b> (Core Objectives Covered: TW, PR, CT)
<b>Week 3</b>	CHAPTER 2: CULTURE; <b>Chapter 2 Discussion Due.</b> (Core Objectives Covered: CT)
<b>Week 4</b>	CHAPTER 3: SOCIALIZATION: FROM INFANCY TO OLD AGE; <b>Chapter 3 Discussion Due.</b> (Core Objectives Covered: CT)
<b>Week 5</b>	<b>Exam 1</b> (Chapters 1-3, Worth 100 points) (Core Objectives Covered: SR, CT)
<b>Week 6</b>	CHAPTER 4: SOCIAL INTERACTION IN EVERYDAY LIFE; <b>Chapter 4 Discussion Due.</b> (Core Objectives Covered: CT)
<b>Week 7</b>	CHAPTER 5: GROUPS AND ORGANIZATIONS; <b>Chapter 5 Discussion Due.</b> (Core Objectives Covered: CT)
<b>Week 8</b>	CHAPTER 6: SEXUALITY AND SOCIETY; <b>Chapter 6 Discussion Due.</b> (Core Objectives Covered: CT)
<b>Week 9</b>	<b>Exam 2</b> (Chapters 4-6, Worth 100 points) (Core Objectives Covered: SR, CT)
<b>Week 10</b>	CHAPTER 7: DEVIANCE; <b>Chapter 7 Discussion Due.</b> (Core Objectives Covered: CT)
<b>Week 11</b>	CHAPTER 8: SOCIAL STRATIFICATION; <b>Chapter 8 Discussion Due.</b> (Core Objectives Covered: CT)
<b>Week 12</b>	CHAPTER 9: GLOBAL STRATIFICATION; <b>Chapter 9 Discussion Due.</b> (Core Objectives Covered: CT)

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<b>Week 13</b>	<b>Exam 3</b> (Chapters 7-9; Worth 100 points) (Core Objectives Covered: SR, CT)
<b>Week 14</b>	CHAPTER 10: GENDER STRATIFICATION; <b>Chapter 10 Discussion Due.</b> (Core Objectives Covered: CT)
<b>Week 15</b>	<b>Research Papers Due (Via Attachment in Blackboard).</b> (Core Objectives Covered: EQS, CT)
<b>Week 16</b>	CHAPTER 11: RACE AND ETHNICITY; <b>No Discussion Due</b>
<b>Week 17</b>	<b>Final Exam (Exam 4, {Chapters 10, 11 only},</b> Final to be taken in person at a RC testing site. More information to follow. (Core Objectives Covered: SR, PR, CT)

**\*This schedule is subject to change, and it is the student's responsibility aware of changes or additions to the course itinerary.**

### **XII. Non-Discrimination Statement**

Admissions, employment, and program policies of Ranger College are nondiscriminatory in regard to race, creed, color, sex, age, disability, and national origin.

### **XIII. ADA Statement**

Ranger College provides a variety of services for students with learning and/or physical disabilities. Students are responsible for making initial contact with the Ranger College Counselor, Gabe Lewis (glewis@rangercollege.edu). It is advisable to make this contact before or immediately after the semester begins.

**Sociology 1301  
Research Paper Topics**

The textbook covers many topics and issues in today's society that would make great subjects. We will discuss countless social topics in class as well. Choose one social issue (i.e. an issue or problem that affects large groups of people. Example: poverty), and describe the issue at length. Discuss why the topic is interesting to you, and indicate the way and extent to which it affects people. Be specific in your examples and descriptions. Include in your paper information gathered from other research that has been done on the particular subject. What did these researchers find, and what are their theories regarding the issue at hand?

Papers are to be no less than 3 pages in content, and should include a cover page and reference sheet. Please give your paper a title, and include page numbers in the upper right hand corner of each page. The paper should be in standard APA format. Please contact me if you have any questions regarding this paper format. Papers will be graded by content, overall comprehension, and format.

If, along the way, you encounter any issues or problems, please do not hesitate to contact me. I am willing to help you in any way that I can!

**Research Paper Criteria & Rubric**

Received: The paper was received in class no later than the due date.

1    2    3    4    5    6    7    8    9    10

Social Relevance: The writer's central purpose is applicable to paper assignment.

1    2    3    4    5    6    7    8    9    10

Organization: The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other.

1    2    3    4    5    6    7    8    9    10

Grammar, Spelling, Writing Mechanics (punctuation, italics, capitalization, etc.): The writing is free or almost free of errors.

1    2    3    4    5    6    7    8    9    10

Length: Paper is the number of pages specified in the assignment.

1    2    3    4    5    6    7    8    9    10

Use of References: Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented.

1    2    3    4    5    6    7    8    9    10

Acceptable References: References used are educational and valid. (No sources given from unsupported websites. Author's names, journal titles, page numbers, etc. should be provided.)

1    2    3    4    5    6    7    8    9    10

APA: APA format is used accurately and consistently in the paper and on the "Works Cited" page.

1    2    3    4    5    6    7    8    9    10

Appropriate for Audience: Paper is logical; Can be read and understood by reader's with no Sociological experience.

1    2    3    4    5    6    7    8    9    10

Overall Quality: Paper (overall) is interesting and informational to the reader.

1    2    3    4    5    6    7    8    9    10

Paper Grade: (100 points)

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**Please see the APA Research Paper below for guidelines**

**(Research Paper Example: For Student Review Only)**

Last Name 1

Paper Title

Name

SOC 1301

Mrs. Shoemake

Ranger College

*Literature Review*

In evaluating cases of financial stress, it is important to distinguish the meaning of stress. Hines & Morrison (2005) define stress as “The experience individuals have when the demands of the situation exceed their ability to deal with it” (Hines & Morrison, 2005). Within the family, stressors can include a number of factors including children, conflict, and for the purpose of this study, financial burdens. Stress theory contributes each of the above factors to multiple situations within the family, including intimate partner violence. While stress within the family is a strong predictor of violence, but stress does not necessarily lead to violence (Hines, 2005). Stress Theory contributes ability in overcoming such stressors to social support. In instances in which an individual lacks social support and resources, the negative impacts of financial stresses is compounded (Hines, 2005).

Previous research has examined the instances of intimate partner violence resulting from specific economic stressors. It has long been thought that employment can play a huge role in influencing violence within the home, as career choice and stress from daily responsibilities can negatively reinforce one another. Fox, Benson, DeMaris, & Wyk (1990) examined the household economic factors contributing to the patterns of intimate partner violence in their study titled *Economic Distress and Intimate Violence: Testing Family Stress and Resource Theories*. Fox & contributors closely examined the effect of job strain on intimate relationships, focusing on environmental factors that can produce added stress into the home, therefore

resulting in dangerous, violent situations, specifically violence against women in these instances. The researchers hypothesized that two factors would contribute to greater amounts of family violence: 1) job loss and 2) type of work environment and physical duties required of that job. After examining 13,007 respondents through intensive, longitudinal interviews, the study concluded that both factors contributed to intimate partner violence; however, job strain, such as the type of work, duties, and environment contributed to intimate partner violence on a much larger scale.

Unemployment of the male partner has been commonly found to be correlated with domestic violence, as might be predicted from both family stress and comparative resource theories...Beyond the fact of employment, it is also the case that the characteristics of the work one does matters. As hypothesized, among those who work, whether male or female, it is clear that the nature of the job, its effects on the worker, and the sense that working is a necessity all contribute to the risk of violence in the home (Fox, 2002).

These jobs can affect individuals in different ways, and this study supports the evidence that these types of jobs involve manual labor, minimal wages/incomes, and minimal benefits. Each job leads its worker to come home needing different resources. A construction worker feels drained of energy at the end of the day, and might be more likely to violently act out.

Although it is a truism, it bears repeating that not all jobs are equal, not only in earning power and job content, but also more broadly in terms of their impact of one's sense of satisfaction and well-being and the nature of the carry-over stress from workplace to home (Fox, 2002).

While negative work situations can contribute to intimate partner violence, Smithey & Straus (2004) claim, in providing prevention mechanisms, that violence exists in this form largely because of economic, legal, and political inequalities between men and women (Smithey, 2004). The idea that men and women are un-equally designated to the responsibilities inside a household can prohibit women's growth and economic independence from men. Added stressors that are given to women such as family maintenance, daily routine, and housework all contribute the idea that women are somehow inferior to men. These roles date back to societies that have historically produced male-dominated family setups in which women's sole purpose is to prepare for and raise her family. Religion, historical beliefs, and violent family patterns can contribute to emotional and physical abuse. "Patriarchal families are simply a reflection of male-dominated societies where physical abuse and oppression are justified on religious grounds as the duties of husbands" (Hart, 1992).

Today's male dominated society affects women's quality of life, prohibiting them from equal advancement in the workplace and home. "Equality between partners in intimate relationships requires equality between men and women in all spheres of society because non-family economic and symbolic resources provide a basis for exerting power in the family" (Smithey, 2004). In keeping women subordinate to men in the home and workplace, they remain economically fragile and unable to stand alone. In many instance of domestic abuse, the partner who is financially dependent is more likely to suffer from physical and emotional abuse. In primary prevention, Smithey claims, altering the unsafe environment and victim education are the keys to preventing further abuse (Smithey, 2004).

REFERENCES

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