Welcome to Introduction to Sociology! Together we’ll explore what sociology is, how it endeavors to make sense of our lives in a complicated world, and how we can try to make the world a better place. This course fulfills the *Global Learning Foundations (UCC) requirement*.

By the end of the course, students who earn a passing grade will be able to:

- Define and explain fundamental terms and ideas of sociology.
- Be able to apply the fundamental terms and ideas of sociology to the following aspects of worldwide issues:
  - *Global awareness*: basic knowledge of the interrelationships between the world-historical development of capitalism and economic, social, political, cultural, and ecological transformations on local, national, transnational, and global levels.
  - *Global perspective*: basic ability to analyze aspects of world capitalism and social justice from diverse disciplinary and political perspectives.
  - *Global engagement*: basic ability to articulate political or action proposals that address local, national, and transnational/global issues of capitalism and social justice.

Expectations of This Course

Students are expected to:

- Review the how to get started information located in the course content
- Introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion forum
- Take the practice quiz to ensure that your computer is compatible with Blackboard
- Interact online with instructor/s and peers
- Review and follow the course calendar
- Log in to the course [number of times] per week
- Respond to discussion boards, blogs and journal postings within [days]
Respond to [emails/messages] within [days]
Submit assignments by the corresponding deadline

The instructor will:

Log in to the course 14 times per week
Respond to discussion boards, blogs and journal postings within 3 days.
Respond to emails/messages within 1 day.
Grade assignments within 3 days of the assignment deadline

Textbook & Required Web Materials (REVEL)

Henslin, Sociology: A Down-to-Earth Approach (12th ed.)
ISBN: 9780133965483 (REVEL access card plus loose-leaf text)
REVEL  http://www.pearsonhighered.com/revel/students/

eTextbook + REVEL option: How to order online for this course:
(1) Go online to your professor’s eTextbook Invitation REVEL Link:
https://console.pearson.com/enrollment/xos3to
(2) Click “Join Course” on the right side of the page.
(3) If you have had an eTextbook before, enter your REVEL old Username & Password, and
Click “Sign In”. If you have not had an eTextbook REVEL before, Click “Create an Account”
and fill out the required information; Then Click “Create an Account” at the bottom of the page.
(4) You will now see your course listed in your REVEL account. Click on the picture of your
course.
(5) Now, Choose 1 of the 3 available options:
• Option #1: Purchase a 12-month subscription for $65.00.
• Option #2: Enter in the Access Code that you have already bought.
• Option #3: Get 14-day free access (after which you have to buy access).
(6) After completing 1 of the 3 options above, you’ll have access to your REVEL eTextbook.
(7) Post-purchase access, tech support:
• To easily access your materials: https://console.pearson.com
• Pearson recommends using the latest version of Chrome, Firefox, or Safari with this
digital product.
• Pearson 24/7 tech support 855-875-1802

REVEL--which stands apart from Blackboard--enables you to download the book’s e-text to
your PC or Mac or your iPad or Android tablet (click the module eText & Chapter Audio for
instructions). REVEL contains study resources, as described below.

• For each assigned chapter you will have a pass/fail pretest-posttest assignment on
REVEL, which you can repeat as many times as you wish in order to pass (defined as
70% correct answers). If on a given attempt you do not pass, REVEL will require you to
review REVEL materials to help prepare you to pass after your next attempt.
• **Core Concept Videos** contains short videos that are coordinated with specific sections of the text and that clarify and amplify each section’s content. Click **Student Resources** to obtain flashcards for studying concepts, as well as to open a blog and short videos about sociology and the world.

**Blackboard**

Use Blackboard to communicate with the instructor.

The Blackboard site contains the course’s syllabus, PowerPoint lecture slides, exams, discussion post assignment area, course announcements, student grades, and so on (but not REVEL). The syllabus also contains assigned readings as well as audios and videos that are hyper-linked to their web sources.

If you experience technical problems with Blackboard (including during exams), please contact FIU Online for assistance: 305.348.3630 / 1.877.3.ELEARN; or via email or chat (http://online.fiu.edu/supportservices).

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**Graded Assignments**

Total points possible: 1350-1500=A; 1200-1349=B; 1050-1349=C; 900-1049=D; 0-899=F)

Ten discussion posts: Each post is graded pass/fail (pass=25 points, fail=0 points). Together the posts are **worth up to a possible semester total of 250 points**.

The post assignments are meant to give students room to explore ideas.

Each post must be a minimum of approximately 250 words, and written according to college standards of grammar/punctuation, spelling, and organization.

Each post will earn a pass (25 points) if it thoughtfully explores the assigned topic and conforms to the approximate word count and writing standards described above.

*Note.* There are actually 11 discussion posts for the mini-mester. Post #11 will be graded as extra credit (25 points).

Ten REVEL pretest-posttest assignments (corresponding to each assigned chapter): You may repeat each pretest-posttest assignment as many times as possible until you pass (defined as a minimum of 70% correct): 10 chapter assignments, graded pass=25 points/fail=0 points (**worth up to a possible semester total of 250 points**). Each pretest-posttest assignment must be completed before its corresponding exam in order to earn a pass.
Three multiple-choice exams (25 questions each, addressing broad conceptual issues, critical thinking, and applications: Each exam is worth up to 250 points, for a possible semester total of up to 750 points)

The exams are based on the assigned textbook chapters only.

How to prepare for each exam: (1) review the PowerPoint lecture slides; (2) learn the content of the Learning Objectives that are displayed in the margins of the textbook and on the lecture slides; (3) learn the Concepts that are displayed in the textbook’s margins (the flashcards in REVEL will be helpful) and know how to apply them; (4) do the Summary and Review at the end of each chapter; and (5) complete the REVEL quizzes for each chapter with a passing score (a minimum of 70% correct).

Focus on broad conceptual issues, critical thinking, and applications.

A final essay of 500 or more words

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Schedule

12/15. The Sociological Perspective

Mills, “The Sociological Imagination”
sitem.sdjzu.edu.cn/zhangpeizhong/Sociological-Imagination.pdf

Hale, “Common sense psychology”
http://psychcentral.com/blog/archives/2011/01/16/common-sense-psychology/

Watts, “The myth of common sense: Why the social world is less obvious than it seems”
http://goo.gl/P4hFIK

Geier, “... unemployment is especially hellish in the U.S. ...”
http://goo.gl/G08dNS

“Blood Coltan” (documentary video) http://topdocumentaryfilms.com/blood-coltan/

“DR Congo: Cursed by its natural wealth,” BBC News

Chapter 1, The Sociological Perspective (pages 2-22, 29-30; summary and review 1.1-1.7 (“What is theory?”) and 1.8; REVEL quizzes

Note. Since you are assigned only part of chapter 1, a score of 20% on the REVEL quizzes will qualify as a pass. Focus your attention on the questions that correspond to the assigned pages.
Post #1. What is Mills’ argument regarding the “sociological imagination”? How is the approach he advocates different from that of common sense? How do the two approaches differ with regard to unemployment today? How do the two approaches differ with regard to explanations given for the causes of poverty in poor areas of the world (“It’s their own fault” versus “They’ve been historically exploited to provide cheap raw materials for foreign industrial/advanced economies”), such as the Congo in Africa? Due by 12/15, 11:59pm.

12/16 Culture

Chapter 2, Culture; REVEL quizzes

Rape as culture in global perspective
http://www.wavaw.ca/what-is-rape-culture/
http://dayofthegirl.org/rape-culture/
http://everydayfeminism.com/2014/03/examples-of-rape-culture/
http://news.bbc.co.uk/2/hi/afrika/8107039.stm
https://www.youtube.com/watch?v=89fjkRfPsDw (video)

Post #2: What is culture? What is “rape culture”? How does rape culture in the U.S. compare to rape culture elsewhere in the world? What can be done to combat rape culture? Due by 12/16, 11:59pm.

12/17 Socialization

Chapter 3, Socialization; REVEL quizzes

Girls and Women
Genaro, “Barbi is unapologetic, but Sports Illustrated should be embarrassed”
http://goo.gl/1bclct6
http://goo.gl/68MH59
http://goo.gl/lp0Pgf
http://goo.gl/6Z2X7p
http://www.feministfatale.com/tag/gender-socialization/

“Feminist folk tales” (from around the world)
http://genderequalbooks.com/feminist-folk-tales/

Patel, “Gender roles indoctrinated through fairy tales in Western civilization”
Gender Roles Indoctrinated Through Fairy Tales in Western...
history.rutgers.edu/honors.../154-gender-roles.../file (If these links don’t work, search the title on the web.) (Read the introduction, chapter one, and either chapter two on females or chapter three on males in “Western cultural” folk tales.)
Post #3. What is socialization? How does it contribute to the social construction of gender identity and inequality? What has been the role of folk tales in gender socialization? Due by 12/17, 11:59pm.

12/18. Social Structure and Social Interaction

Chapter 4, Social Structure and Social Interaction; REVEL quizzes

Police-community relations in global perspective
http://goo.gl/VFeoMt
http://goo.gl/VUh8rD
http://goo.gl/UkSlgT
https://goo.gl/N7e1hd

Post #4. Discuss police-community conflict from the perspective of social structure (social class, social statuses, achieved statuses, status inconsistency, and roles), considering both police officers and community members. What is the relevance of status and role to the interactions between police officers and communities? Due by 12/18, 11:59pm.

12/20-21. Doing Sociological Research; and Exam 1 (chapters 1, 2, 3, and 4)

Exam 1 (chapters 1, 2, 3, and 4) (12/20, 6:00am - 12/21, 11:59pm)

Chapter 5, How Sociologists Do Research; REVEL quizzes

Gender Bias in Research
http://goo.gl/CoAC7G
http://www.womenshealthmag.com/health/medical-research-gender-bias
http://goo.gl/Si4lbd
www.indiana.edu/~spea/pubs/.../huber_marguerite.pdf (read introduction)
http://goo.gl/P7eUEw
http://goo.gl/TgTGec

Post #5. Design three survey studies on gun control: (1) biased against gun control (that is, biased in favor of freedom to own guns); (2) biased in favor of gun control (that is, biased in favor of legal restrictions on gun ownership); and (3) as unbiased as possible. Each study will consist of a topic (attitudes about gun control), a brief definition of the problem, a hypothesis, a research method (sample survey with questionnaire). In addition, present an example survey question for each study. Due by 12/21, 11:59pm.
12/22. Social Networks

Chapter 6, Societies to Social Networks; REVEL quizzes

Social Networks and Employment Inequality
http://goo.gl/mu3VWL
http://goo.gl/PyAjM
http://www.pbs.org/newshour/making-sense/silicon-valleys-war-against-wo/

Post #6. Studies find that, while qualifications (such as college degrees, job experience, and relevant skills) are important and the appropriate use of social media is helpful, personal-social networks are generally crucial in finding employment. The effectiveness of a person’s social networks vary substantially, however, according to the person’s social class, race-ethnicity/nationality, family-community ties, gender, age, education, geographic location of residence, and other such variables.

Assignment: Choose a career that typically requires a minimum of a B.A./B.S. degree, then describe how you will establish a social network geared to obtaining employment in that career. What advantages and/or disadvantages will characterize your network-building efforts in view of variables such as those mentioned above (for example, your gender, race/ethnicity/nationality, and social class)? Due by 12/22, 11:59pm.

12/23-27. Holidays

12/28. Deviance and Social Control

Chapter 8, Deviance and Social Control; REVEL quizzes

Prostitution in global perspective
http://www.bbc.co.uk/guides/ztkpcdm
http://goo.gl/YjU7G5
http://www.pbs.org/wgbh/pages/frontline/slaves/
http://www.ecpat.net/

Post #7. Should prostitution be a crime? In view of chapter 8, the other assigned readings on global perspectives, and any other materials you wish to consider, write two short essays: (1) prostitution should be a crime and (2) prostitution should not be a crime. Due by 12/28, 11:59pm.
12/29. Exam 2 (chapters 5, 6, and 8); and Global Inequality

*Exam 2 (chapters 5, 6, and 8) (12/29, 6:00am to 11:59pm)*

Chapter 9, Global Stratification; *REVEL quizzes*

12/30. U.S. Inequality

Chapter 10, Social Class in the United States; *REVEL quizzes*

Global and U.S. Inequality

http://goo.gl/iTlKNe
https://www.youtube.com/watch?v=uWSxzjyMNpU
http://vimeo.com/31343845
https://www.youtube.com/watch?v=6lgbhiep-VI
http://web.mit.edu/urbanupgrading/upgrading/whatis/

https://www.youtube.com/watch?v=QPKKQnijnsM
https://www.youtube.com/watch?v=6niWzomA_So
http://www.nytimes.com/2014/01/22/opinion/sarahs-uncertain-path.html
https://www.youtube.com/watch?v=TLubV28PqpU

*Post #8.* The perspectives of colonialism and world system theory argue that global inequality cannot be adequately understood without analyzing the history of how specific geographic areas of the world became incorporated into the modern world economy since its establishment from approximately the 1400s onward. The perspectives of neocolonialism, the power of multinational corporations, and technology/global domination emphasize how these conditions since the end of World War II have perpetuated the historically based underdevelopment of most of the areas such Latin America, Africa, and Asia.

Assignment: View the short video documentary “Congo - The Brutal History” (http://www.youtube.com/watch?v=qx2Sj1fhSso) and the longer documentary “White King, Red Rubber, Black Death” (http://www.youtube.com/watch?v=paPL5VYyU91 ), and read the brief overview “Forever in Chains: The Tragic History of the Congo” (http://goo.gl/Y6a8kC ). Describe these interpretations of the Congo’s history from the perspective of colonialism/world system theory (which for the purpose of this assignment may be treated as one perspective). (Recommended: The book and the documentary video *King Leopold’s Ghost* provide in-depth description of the Congo’s history and its contemporary legacies of poverty, corruption, and violence.) *Due by 12/31, 11:59pm.*

*Post #9.* The same perspectives can be applied to understand why some areas of the United States (such as Appalachia, much of the South in general [including parts of Florida], and Native American reservations) are much poorer than other areas. Watch/read the following:

“Appalachia: A History of Planned Poverty” (http://www.youtube.com/watch?v=b54t_bbmyXc);
“Poverty in Appalachia” (https://www.youtube.com/watch?v=hBGWY_rGny4); and
“A Short History of Kentucky/Central Appalachia”
Describe problems of Central Appalachia from the perspectives of colonialism/world system theory (adapted to this case of U.S. “internal colonialism”). Due by 12/31, 11:59pm.

**12/31. Sex and Gender**

Chapter 11, Sex and Gender; *REVEL quizzes*


More on Sexuality/Gender and the Body
[http://goo.gl/uymaQx](http://goo.gl/uymaQx)
[http://goo.gl/OFN4u2](http://goo.gl/OFN4u2)
[https://goo.gl/JKylaj](https://goo.gl/JKylaj)
[http://goo.gl/LVsDW3](http://goo.gl/LVsDW3)
[http://goo.gl/d8Nnts](http://goo.gl/d8Nnts)
[http://goo.gl/dziDJr](http://goo.gl/dziDJr) (read whatever seems relevant to you)
[http://goo.gl/rdI5t0](http://goo.gl/rdI5t0)
[http://www.bradley.edu/sites/bodyproject/](http://www.bradley.edu/sites/bodyproject/)

Gender/Sexuality, Power, and Harassment

*Overview*

*Women*
[http://everydayfeminism.com/2014/05/girls-think-harassment-is-normal/](http://everydayfeminism.com/2014/05/girls-think-harassment-is-normal/)
[http://goo.gl/DDvdm1](http://goo.gl/DDvdm1)

*LGBTs*
[http://goo.gl/Luh2c9](http://goo.gl/Luh2c9)
[http://goo.gl/Bkn9lz](http://goo.gl/Bkn9lz)
[http://goo.gl/1FL4n](http://goo.gl/1FL4n)

*Post #10. How is the harassment of women and LGBTs an expression of gendered/sexual power by the harasser(s)? Address this question within the framework of culture, social structure, and interaction. Due by 12/31, 11:55pm.*

**1/1-3. University Holidays**
1/4. Race and Ethnicity

Is Race Real?
http://www.understandingrace.org/humvar/index.html
http://www.understandingrace.org/lived/index.html

Chapter 12, Race and Ethnicity; REVEL quizzes

Post #11. (a) Describe the evidence that race does not exist biologically. (b) How is that, even though race does not exist biologically, it does exist socially? Due by 1/4, 11:55pm.

1/5. Exam 3 (chapters 9, 10, 11, and 12) (6:00am to 11:59pm)

FINAL ESSAY: This assignment requires you to re-visit post #1 in view of what you’ve learned in the rest of the course. In 500 or more words address the following questions:

- What is Mills’ argument regarding the “sociological imagination”? How is the approach he advocates different from that of common sense?
- How do the two approaches differ with regard to proposed explanations for the causes of poverty in poor areas of the world (“It’s their own fault” versus “They’ve been historically exploited to provide cheap raw materials for foreign industrial/advanced economies”), such as the Congo in Africa or Appalachia in the United States? (due via turnitin.com on Blackboard by January 5, 11:59pm)