

# Pitt State Pathway

(Undergraduate Course Numbers through 699)

**Please check only one:**

- ☒ Course is **currently** a “General Education” course
- ☐ Course is listed in the current catalog, but is **NOT** a “General Education” course
- ☐ New course that is **NOT** listed in the current catalog and has **NOT** been legislated through PSU Faculty Senate and/or KBOR

A. Submission date: **December 18, 2018**

B. Department: **HPSS**

C. College: **Arts and Sciences**

If two or more Colleges, please indicate which Colleges will be involved in teaching the course:  
**Click or tap here to enter text.**

D. Name of faculty member on record for the course (may be Coordinating Professor or Chair):

**Bonnekessen**

*(As faculty of record, I verify all sections agree to address the Core or Essential Studies Element and corresponding Learning Outcome as indicated below.)*

E. Course prefix: **SOC**

F. Course number: **100**

G. Credit hours: **3**

H. Title of course: **Introduction to Sociology**

Is this a change in the title of the course? **No**

*(If “Yes,” a Revision to Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)*

I. Will this course require a new course description? **No**

*(If “Yes,” please insert new course description here. A Revision of Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)*

**Click or tap here to enter text.**

J. Does this course include a co-requisite laboratory course: **No**

If “Yes”, please provide the co-requisite course name and number:

**Click or tap here to enter text.**

K. Will this course be available on-line: **Yes**

If “Yes”, please provide a detailed explanation: **Every summer semester**

L. Semester(s) course will be offered (choose all that apply): **Fall - Spring - Summer**

M. Prerequisite(s): **none**

N. Co-requisite(s) —other than lab course named above: **none**

- O. Select the *Pitt State Pathway* **Core Element** or **Essential Studies Element** based on the identified Learning Outcome to be covered in the course (choose only one set):  
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document)

Select Only One Element

- ☐ Communication
  - **Written Communication** ..... ☐
    - Students will communicate effectively.
- ☐ Communication
  - **Verbal Communication** ..... ☐
    - Students will communicate effectively.
- ☐ Quantitative/Analytic Methods and Scientific Literacy
  - **Quantitative/Analytic Methods** ..... ☐
    - Students will analyze data logically.
- ☐ Global Understanding and Civic Engagement
  - **Human Experience within a Global Context** ..... ☐
    - Students will explore global systems conscientiously.
- ☐ Global Understanding and Civic Engagement
  - **Human Systems within a Global Context** ..... ☒
    - Students will explore global systems conscientiously.
- ☐ Global Understanding and Civic Engagement
  - **Natural World within a Global Context** ..... ☐
    - Students will explore global systems conscientiously.
- ☐ Personal and Professional Behavior
  - **Wellness Strategies** ..... ☐
    - Students will model productive behaviors purposefully.

- P. Will the course address a **Companion Element**? **Yes**  
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

If “Yes,” please select one: Diverse Perspectives within a global context

- Q. What is the highest anticipated level of student achievement for the stated learning outcome(s) common across all sections of the course? Note: Sample assessment strategies will be submitted on the representative syllabus. Benchmark  
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)
- R. Please submit course syllabus as an attachment, highlighting the following items: course objectives related to Learning Outcome(s), assessment strategies (e.g. exams, course project, etc.), and assessment tool(s) to be used to measure student achievement.

**Legislative Process**  
**Authorization and Notification Signatures**  
(Electronic signatures accepted)

**Department Chairperson** ..... Approved ☒ Not Approved ☐

\_\_\_\_\_  \_\_\_\_\_  
Department Chairperson Signature Date  
20. Dec., 2018

**Faculty Senate General Education Committee** ..... Approved ☐ Not Approved ☐

\_\_\_\_\_  
Faculty Senate General Education Chairperson Signature Date

**Faculty Senate** ..... Approved ☐ Not Approved ☐

\_\_\_\_\_  
Faculty Senate Recording Secretary Signature Date

Note: Each College curriculum representative will notify their respective College and Department(s) of the completion of the approval process.

\*Originating Department: Please **complete** the entire form, acquire the Chairperson's signature, and save as **PSP.ABC123.Form**. Save the syllabus to be attached as **PSP.ABC123.Syll**. Email the completed form and attachments to [psupathway@pittstate.edu](mailto:psupathway@pittstate.edu).

Naming convention: <b>PSP.ABC123.Form</b> PSP = Pitt State Pathway. ABC123 = Course abbreviation and number
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Pittsburg State University  
SOC 100 -- Introduction to Sociology  
Instructor: \_\_\_\_\_

Contact Information: \_\_\_\_\_@pittstate.edu

Class Schedule:

Course Objectives:

This is an introductory course in Sociology, designed to assist the student in coming to terms with the requirements for living in a complex social world. Sociological concepts will be used to assist students in understanding the social influences in day-to-day life. Students will be given the opportunity to develop and utilize critical thinking skills which are vital in our rapidly changing and unpredictable world. A variety of sources will be employed in the effort to enhance topics of discussion.

**Pittsburg State Pathway Goals and Objectives:**

**The overall purpose of Introduction to Sociology meets several of the goals of the Pittsburg State Pathway program, including:**

**Human Systems within a Global Context (an Essential Study): *Describes human organizational systems using a variety of disciplinary and interdisciplinary perspectives.* This course focuses an introduction to the study of human society by using basic sociological concepts. Social, cultural, political, and economic themes are emphasized in a global context along with the development of students' critical thinking skills. Connecting the events of the past with the world of the present and of the future is a focus of the course (Benchmark 1).**

**Companion Element: Diverse perspectives within a Global Context:**  
***Describes* the role of worldviews and power structures in addressing significant global problems.** In order to understand the world in which we live, students will learn to understand, analyze, and evaluate the events of the past and their influence on events of today (**Benchmark 1**).

**Assessment: SOC 100 employs several methods of assessment including:**

- Short answer exam questions
- Multiple choice exam questions
- On-line and in-the-classroom participatory collaborative learning experiences
- Flash cards
- Fill-in-the-blanks from word bank
- Analysis of film
- Online and in-the-classroom discussion forums
- Essay questions

**Sample questions:**

1. Describe and explain the effects “English Only” laws would have on you if you were a recent immigrant who did not speak English. Analyze how your life would be different.
2. List and describe three examples that indicate that race is a social construction rather than a biological category.
3. Which functions of religion does your religious faith address? If you are not part of a faith community or do not hold religious beliefs, identify and describe other beliefs, institutions, or groups that fulfill these functions for you. Evaluate what you have written in terms of its implications for religion being a universal aspect of human societies.

4. Today in America, \_\_\_\_\_ are the most likely group to experience poverty.
- A. women
  - B. children
  - C. the elderly
  - D. the middle-aged
5. The clearing of the ghetto may be the most horrific portion of Schindler's List. Use your sociological imagination to analyze that experience from the perspective of the Jews then make the same analysis from the perspective of one of the German soldiers.
6. Compare and contrast how the United States is doing relative to other advanced and emerging economies in the current era of globalization in terms of economic growth, unemployment, and ease of starting up a new business. Evaluate the light of what you have written sheds on an understanding of why the United States is the largest receiver nation of immigrants in the world.
7. \_\_\_\_\_ is the belief that recognizes that animate spirits live in natural objects and operate in the world.
8. Christians consider the Bible to be the holy word of God, so it inspires awe and reverence among believers. As such, the Bible is considered:
- A. profane
  - B. sacred
  - C. a ritual
  - D. polytheistic
9. According to functionalist theorists, males are more likely than females to take on both the instrumental and expressive roles. T or F

	<p><b>10. Racial socialization is a process of social interaction that contains specific messages and practices concerning the nature of one's racial-ethnic status as it relates to:</b></p> <p><b>A. personal and group identity.</b></p> <p><b>B. intergroup and interindividual relationships.</b></p> <p><b>C. one's position in the social stratification system.</b></p> <p><b>D. All of the above are correct.</b></p>

#### Required Materials:

1. Donovan, M.E. Sociology: The Basics. 2017. Kendall /Hunt. ISBN: 978-1-4652-3920-4
2. Canvas proficiency
3. An open mind.
4. The course requires your attendance and attention every class period.
5. The patience (and good manners) to listen to the opinions of others.
6. Willingness to "Agree to Disagree."

#### Readings:

Ten Readings: The ten classic readings from the sociological literature enhance the introduction to Sociology. Each student is required to provide a 250 word response to two or more of the review questions that follow the readings (CANVAS links provided or paper copies distributed in the classroom). Responses to the review questions must be submitted via Canvas on or before the posted due date (see Canvas Modules).

Hand-written work is unacceptable. E-mail submissions are unacceptable. Late submissions will be accepted but there will be a penalty. Each set of review questions is valued at 15 points. (150 total points for this project)

### Learning Opportunities:

The Learning Opportunities may be found in the Study Guide that accompanies the Donovan text. Each Learning Opportunity is a critical-thinking exercise that illustrates the information presented in the chapters of the Donovan text. Students are required to complete ten (10) of the Learning Opportunities. The specific exercises and due dates will be posted in the "L.O Module." Late submissions will be accepted but there will be a penalty. Hand-written work is unacceptable. E-mail submissions are unacceptable. Each Learning Opportunity is valued at fifteen (15) points. (150 points total for Learning Opportunities).

### Exams:

Eight (8) exams including an Entry and Exit exam, will be administered during the semester. Exams may be completed prior to the scheduled exam day, when arrangements have been made with the instructor, but there will be no make-up exams. If a student chooses to be absent from the exam at its scheduled time, the absence will result in a score of zero (0) for the exam. In such a case the score on the following exam will be used to replace the zero from the missed exam. Obviously, there is no opportunity to make-up the final exam. Each exam is valued at 50 points. Specific instructions for exams will be posted and discussed in detail prior to the first exam.

### Participation / Contribution / Involvement / Quizzes:

Active participation and attendance are expected from all members of the class. It is impossible to participate without being present for class meetings. It is possible to participate without verbal expression. The instructor is aware of personality types that inhibit outward/verbal expression in large groups of people. It is also possible to over-express. With all of this in mind please be self-regulating with regard to class attendance and involvement in discussions. Quizzes will be assigned from time to time to encourage participation in the course. Participation / Contribution / Involvement / Quizzes is valued at 200 points.



Failure to participate in an appropriate manner (tbd) will result in the student being dropped from the course. If at midterm, there is insufficient evidence of participation, the instructor reserves the right to drop the student from the course. If at the end of Week 12, there is insufficient evidence of participation, the instructor reserves the right to drop the student from the course.

#### Classroom Etiquette:

Students and faculty each have the responsibility to maintain an appropriate learning environment. Students who do not adhere to behavioral expectations will be asked to leave the class. Severe or repeated infractions of behavioral expectations will be subject to further discipline, including grade reductions and/or dismissal from the class. Instructors have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions.

Please use the facilities prior to class meetings. Please extinguish electronic devices (cell phones, I-pods, I-pads, watches (and their ilk), laptop computers, etc. You will be too busy listening, contributing to discussions and THINKING to address such distractions.

#### Late Work –

Work submitted after the due date will be evaluated for half-credit. Respecting due dates and meeting deadlines contribute to professional development. There are due dates and deadlines in the real world and there are penalties for not meeting them. Please adhere to the policy on late-work. Do not ask your instructor for special treatment. It is not fair to your classmates.

Americans with Disabilities Act: Pittsburg State University adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a physical disability, contact the

Office of Equal Opportunity at 620 235-4185. If you need an accommodation because of a learning disability contact the Center for Student Accommodations at 620 235-4190.

Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class of any accommodations you need. Late notification may cause the requested accommodation to be unavailable.

Modification of the Syllabus: I reserve the right to change any and all parts of the syllabus.

#### COURSE EVALUATION:

Reading Summaries =	150 points
Learning Opportunities =	150 points
Quiz / Participation =	200 points
Exams =	<u>400 points</u>
Total =	900 points

#### Final Evaluation:

810 -- 900 points = A
720 -- 809 points = B
630 -- 719 points = C
540 -- 629 points = D
< 540 points = F

(tentative) Calendar of Events:

Ch = Chapter

Soc 100-01 (MWF), Fall 2018, READING ASSIGNMENTS,  
ASSIGNMENTS, AND TESTS

Week of PSU Semester	Month	Date	Monday	Date	Wednesday	Date	Friday
1	August	20	First Day of Our Class  -- Read the course syllabus  -- Read the PSU Syllabus Supplement for Fall 2018	22	<b>ENTRY EXAM (due by 11:59 PM Today on CANVAS)</b>  <b>Ch 1</b> Perceiving and Understanding Social Life Sociologically: Theory and Methods	24	Ch1
2	August	27	Ch1	29	Ch 1	31	<b>Ch2</b> Types of Societies and Social Groups
3	September	3	HOLIDAY  (Labor Day)	5	Ch 2	7	<b>Test 1 on Chs 1-2</b>
4	September	10	<b>Ch 3 Culture and Organizations</b>	12	Ch 3	14	Ch 3
5	September	17	<b>Ch 4 Globalization</b>	19	Ch 4	21	Ch 4
6	September	24	<b>Test 2 on Chs 3-4</b>	26	Ch 5 Socialization	28	Ch 5 and Discuss (a) the <i>Schindler's List</i> Questions and (b) the CIA World Factbook Assignment
7	October	1	<i>Schindler's List</i>	3	<i>Schindler's List</i>	5	<i>Schindler's List</i>

Week of PSU Semester	Month	Date	Monday	Date	Wednesday	Date	Friday
8	October	8	<i>Schindler's List</i>	10	<i>Schindler's List</i>	12	FALL BREAK
9	October	15	(DOWNGRADES DUE TODAY)  <i>We do NOT meet in class today</i>  <i>CIA World Factbook Assignment Due by 12:50 PM (i.e., by the end of our class period) on CANVAS Today</i>	17	<i>We do NOT meet in class today</i>  <i>SCHINDLER'S LIST Assignment Due by the end of our class period on CANVAS Today.</i>	19	Ch 5
10	October	22	Ch 5	24	Ch 6 The Family and Social Structure	26	Ch 6
11	October	29	Ch 6	31	<b>Test 3 on Chs 5-6</b>  (Halloween)		
11	November						02 <b>Ch 7 Stratification</b>
12	November	05	Ch 7	07	Ch 7	09	Ch 7

13	November	12	Ch 8 Sex and Gender	14	Ch 8	16	Ch 9 Race and Ethnicity
14	November	19	<b>Test 4 on Chs 7-9</b>	21	<b>THANKSGIVING HOLIDAY</b>	23	<b>THANKSGIVING HOLIDAY</b>
15	November	26	<b>Ch 10</b> Crime and Deviance	28	Ch 10	30	Ch 11 Demography
16	December	03	Ch 11	05	Ch 12 Religion	07	We do NOT meet in class today; <b>Exit Exam</b> (Chs 1-12) Due on CANVAS by 12:50 PM Today.
17  PSU's FINAL EXAM WEEK	December	10	Our class does NOT meet today.	12	<b>Our Final Exam is at NOON—Dec 12, 2018 = Test 5 on Chs 10-12</b>	14	Our class does NOT meet today.

## [Code of Student's Rights and Responsibilities](#)

### ARTICLE 30. ACADEMIC MISCONDUCT

Education at the university level requires intellectual integrity and trust between faculty and students. Professors are obliged to master their subject and present as fair an account of it as possible. For their part, students are obliged to make an honest effort to fulfill both the letter and the spirit of course requirements.

Academic dishonesty violates both integrity and trust. It jeopardizes the effectiveness of the educational process and the reliability of publicly reported records of achievement.

Academic dishonesty by a student is defined as unethical activity associated with course work or grades.

It includes, but is not limited to:

1. Giving or receiving unauthorized aid on examinations,
2. Giving or receiving unauthorized aid in the preparation of notebooks, themes, reports, papers or any other assignments,
3. Submitting the same work for more than one course without the instructor's permission, and,

Plagiarism --

Plagiarism is defined as using ideas or writings of another and claiming them as one's own. Copying any material directly (be it the work of other students, professors, or colleagues) or copying information from print or electronic sources (including the internet) without explicitly acknowledging the true source of the material is plagiarism. Plagiarism also includes paraphrasing another individual's ideas or concepts without acknowledging their work, or contribution. To avoid charges of plagiarism, students should follow the citation directions provided by the instructor and/or department in which the class is offered

Unless otherwise stated by the instructor, exams, quizzes, and out-of-class assignments are meant to be individual, rather than group, work. Hence, copying from other students' quizzes or exams, as well as presenting as one's own work an assignment prepared wholly or in part by another is in violation of academic honesty.

The above guidelines do not preclude group study for exams, sharing of sources for research projects, or students discussing their ideas with other members of the class unless explicitly prohibited by the instructor. Since the violation of academic honesty strikes at the heart of the educational process, it is subject to the severest sanctions, up to and including receiving an "F" or "XF" (an "XF" indicates the "F" was the result of academic dishonesty) for the entire class and dismissal from the university.

When an instructor has a reasonable good faith belief that a student(s) has committed academic misconduct, that instructor has the sole discretion to give the student an F on the assignment/test to which the student committed academic misconduct or an F for the entire course. If such an F negatively affects the student's final grade in the course, that student(s) may appeal the final grade pursuant to the current Pittsburg State University Catalog's Grade Appeal process.

When the instructor wishes to impose an "XF", and/or more severe sanctions, he or she must first notify their department chair, dean, and the University's Academic Honesty Committee Chairperson in writing. In addition, the same procedure applies if similar sanctions seem warranted for a student(s) or former student(s) who have assisted in a serious act of academic dishonesty.

The policy and the supplement links are as follows:

- \* The PSU's policy on Academic Misconduct can be found at:

<http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot>

- \* The 2018 Syllabi Supplement can be found at:

<http://www.pittstate.edu/dotAsset/6c552e9b-8c3c-415e-b874-15006b8d85d0.pdf> (Links to an external site.)Links to an external site.