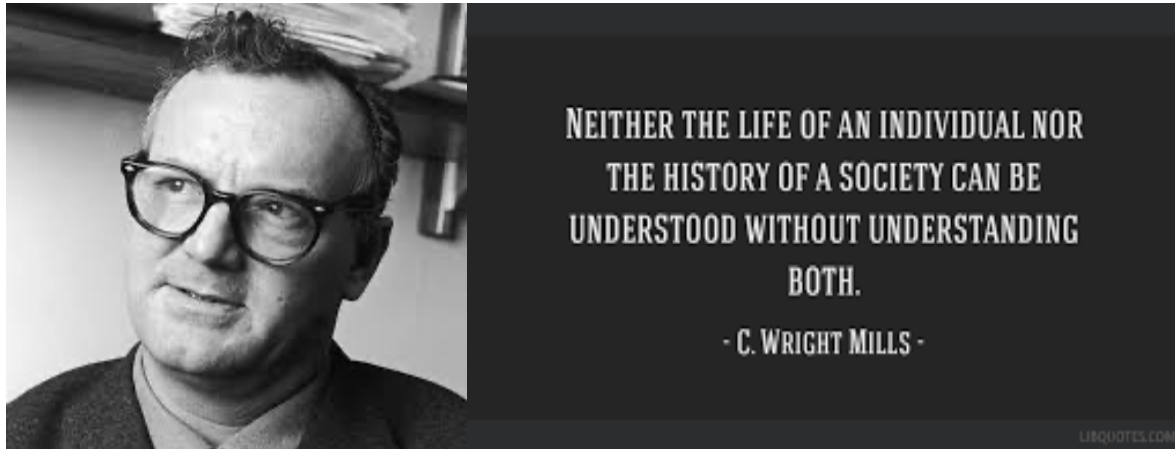


# Principles of Sociology



“The Sociological Imagination enables us to grasp history and biography and the relation between the two in society.”  
*C.W. Mills*

“I could shelter myself from conflict by leaving the conversation, but I have come to believe that the comfort we feel when we avoid hard conversations is a dangerous comfort, one that seduces us into ignorance about the experiences of others and about the full meaning of our own lives.” **Mari Matsuda**

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education.” **Martin Luther King, Jr.**

**Professor:** Dr. Jennifer G. Correa  
**Office Location:** 350D Central Academic Building (CAB)  
**Office Hours:** Tuesdays 1:00 – 2:00 p.m.  
**Email:** [jcorrea@tamusa.edu](mailto:jcorrea@tamusa.edu)  
**Phone:** 210-784-2249  
**Meeting Room:** 208 Frank L. Madla Building (MADLA)  
**Meeting Day/Time:** Tuesdays/11:00 a.m. – 12:15 p.m.

## COURSE DESCRIPTION

Sociology is a large and diverse scientific discipline with a body of knowledge that uses theoretical perspectives, multiple methods for gathering information, and conducting research (or empirical) studies to help better understand the social world. Sociology investigates human interaction between individuals, small or large groups, diverse societies, and varying institutions. Sociologists ask questions like: How are our lives guided, or shaped by, our families? Does educational attainment, or a college degree, matter when searching for a job? How is the US economy impacted by global economic forces? Why does Facebook, Instagram, or any other social media platform show me ads or information about a place (or person) I was just talking about? In turn, how do we shape these institutions? Sociology provides us with helpful insights into our own actions, reactions, and interactions with others, while investigating some of the most pressing societal and global issues affecting humans and their environments.

## LEARNING OBJECTIVES

- (1) **Explore** sociological theories that help explain underlying social, cultural, political, & economic phenomena.
- (2) **Evaluate** the epistemological/methodological underpinnings of sociological research.
- (3) **Interpret** sociological perspectives which seek to explain social, cultural, political, and economic phenomena.

## HYBRID/BLENDED CLASS

- Hybrid/Blended courses provide a structured atmosphere with at least one face-to-face (e.g. **F2F**) in-person meeting per week, while other readings and assignments, are handled online remotely without meeting in-person or via WebEx (e.g. **OLC-S**). Please see Course Schedule.
- During the face-to-face meeting, it will be a typical course with a mixture of lecture & discussion concerning the readings, assignments, or exams related to the course. Discussions are that time when students are encouraged to ask questions, as well as contribute their understanding of the assigned materials.

## EXPECTATIONS FOR SUCCESS

- Do your best to attend *all* in-person (F2F) meetings on Tuesdays – your attendance and participation is crucial to your success.
- It's critical that you complete *all* readings and assignments.
- Ask questions and participate in class discussions.
- Carefully review your all materials – e.g., assigned chapters, any personal notetaking, any textbook chapter summaries, etc. before an exam.

## TEXTBOOK REQUIRED

- Schaefer, Richard T. "Sociology Matters." 8<sup>th</sup> Edition (e-book access ).<sup>1</sup>

## BLACKBOARD

- Points, grades, course documents, relevant links, or course/syllabus updates & announcements are generated in Blackboard.
- Blackboard Assignments – Please make sure you receive confirmation of a submitted assignment. Blank documents are not accepted and/or will be counted as Late Work.
- For this class, any extra materials, if provided, will be in Blackboard under Course Content tab for your convenience.

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<sup>1</sup> Need access to BryteWave Course Materials in Course Blackboard for ebook access. Please contact University Bookstore for information regarding ebook access if you are experiencing trouble (210)784-1070. If using another version, please keep in mind that page numbers will vary.

## **COURSE POLICIES & CONDUCT**

### ***GenAI SOFTWARE POLICY***

- Developing your own skills and fostering creativity in (writing, argumentation, and critical thinking) are a major focus of this course, you must complete *all* assignments for this course entirely on your own. You may not copy from any online sites (e.g. Course Hero or Chegg) or utilize composition technologies (e.g. ChatGPT or other GenAI software).
- Any use of these GenAI sites or tools will be considered academic misconduct (e.g. plagiarism) and consequences will follow University policies. If you have any questions or concerns about this policy, contact your instructor before submitting any assignments.

### ***BE PREPARED***

- Assigned readings on a specific day must be completed by the following class meeting. Assignments must be completed by due date.

### ***EXCESSIVE ABSENCES***

- If you miss class, please try to provide me with official documentation as this may affect your attendance and/or participation. If you encounter an emergency (sickness or death in the family) during the semester, please keep me abreast of your situation as you can. Excessive absences can lead to a lower grade.

### ***LATE SUBMISSIONS & MAKEUP WORK***

- Late work is generally not accepted unless proper notification and/or justification has been provided. Blank documents submitted/uploaded to Blackboard are considered Late Submissions and depending on situation, may not be accepted.

### ***GRADE CONCERNS***

- You may set up an appointment with me to discuss any concerns about your grade(s). I do not view grades or grading as a process of negotiation.

### ***CIVIL ACADEMIC DIALOGUE***

- Sociology covers difficult, controversial, and at times, challenging topics. My expectation is that you will meaningfully and respectfully engage in discussion with your classmates and myself.
- The purpose of the course is not to agree with all the materials presented, but your task is to demonstrate a sociological understanding of the various perspectives & phenomena at hand.

### ***EMAIL CORRESPONDENCE***

- All correspondence between professor and students must occur via university email account. However, I strive to respond back to students within 24-48 hrs. during the week. I do not normally check my email over the course of the weekend.

### ***CELL PHONES***

- Please make sure to silence/power off your cell phone, if possible, as this is disruptive for me and your peers.

## **A&M-SA CONDUCT RULES, POLICIES, & SERVICES**

### ***ACADEMIC INTEGRITY***

- Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters.
- University policy prescribes serious consequences for acts of academic dishonesty including, but not limited to, a grade of 'F' on the particular paper or assignment, a failing grade in the course, or possible expulsion from the University. Academic Dishonesty falls under Acts of Dishonesty in the Student Handbook's Code of Conduct (Page 37):  
<http://www.tamusa.edu/studentengagementsuccess/TexasA&MSanAntonioStudenthandbook.pdf>

### ***A&M-SA OFFICE OF DISABILITY SUPPORT SERVICES***

- The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities.
- If you believe you have a disability that may require accommodations, please contact Disability Support Services (DSS) for the coordination of services. DSS is located at the Main Campus on the 2nd floor of the Central Academic Building in room 210. The phone number for DSS is (210) 784-1335 and email is [dsupport@tamusa.tamus.edu](mailto:dsupport@tamusa.tamus.edu).
- If there are aspects of the instruction or design of this course that result in barriers to your inclusion, please notify me as soon as possible to rectify the issue.

### ***A&M-SA JAGUAR WRITING CENTER***

- This Center provides writing assistance to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments.
- Students can make individual or group appointments with a writing tutor. The Writing Center location: Central Academic Building, Suite 208; Email: [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu) or Call: (210)784-1332.

### ***TEXAS SIX DROP RULE, SENATE BILL 1231***

- You are subject to the requirements of Senate Bill 1231 passed by the Texas Legislature in 2007. SB 1231 limits you a maximum of 6 non-punitive drops during your undergraduate career.
- Please be aware of your drops because they can be punitive. Further information can be found: <http://www.tamusa.edu/registrar/registration/adddropwithdrawprocess/sixdroplimit.html>.

## **COURSE GRADE ASSESSMENTS**

### ***EXAMS (Critical Thinking & Reasoning Skills)***

Each exam is comprised of sixty questions worth 1 pt each, totaling 60 pts. Each exam will be given during a Tuesday (F2F) meeting (see Course Schedule). These exams may be comprised of multiple choice, true/false, and/or possibly short answer. Exam 1 will be comprised of questions stemming from Chapters 1, 2, & 4. Exam 2 will be comprised of questions stemming from Chapters 5, 6, & 7. Exam 1 is on September 24<sup>th</sup> and Exam 2 is on October 22<sup>nd</sup>.

### ***ANALYTIC WRITING PROMPTS (Analytical & Communication Skills)***

There are a total of 4 Weekly Analytic Writing Prompts worth 10 pts each. Your submission will be via Blackboard (e.g. "Writing Prompt #1 9-3-24") located in Exams & Quizzes tab. Weekly Prompts are due on September 3<sup>rd</sup>, 10<sup>th</sup> & October 1<sup>st</sup>, 15<sup>th</sup>. Assignment submission categories are created on due dates. The writing responses will require a **minimum of 100 words and are due by 11:59 p.m. the day they are assigned**. The purpose of these writing exercises is to get you to think about how we literally *live* sociology. They get you to think about your social world on a very personal level, while also being attuned to society around you. I will provide brief individual feedback, but mostly collective feedback via Blackboard Announcement. Please make sure to use Microsoft Word or use Blackboard textbox for Weekly Analytic Prompt submissions. Writing Prompt Grade Rubric below:

1. Incorporation of a theory and/or concept from chapter – **2 pts**
2. Understanding of theory and/or concept – **2 pts**
3. Analysis (e.g. development of complex ideas, etc.) – **2 pts**
4. Communication (e.g. communication of complex ideas: coherence, grammar, etc.) – **2 pts**
5. Min Requirements: 100 word minimum & Word document/BB Textbox – **2 pts**

### ***COLLABORATIVE CONCEPT MAP PROJECT (Inference, Creative, & Interpersonal Skills)***

The Concept Map project is worth 40 pts. Groups will consist of 2-3 students. Concept Maps (CM) are a visual tool for generating and organizing information. CMs demonstrate visual literacy and contribute to knowledge structures that students can then use for organizing and representing that knowledge. CMs can reveal patterns, themes, associations, complexities or conflicts between ideas. See footnote for more information on creating a CM in Word, Canva, or Coggle.<sup>2</sup> You will use insights concerning a thematic issue will be drawn from a New York Times (NYT) article. Group members will be evaluated using the Grade Rubric below:

1. Identify, define, and explain a theory and/or concept from any of the assigned textbook chapters (the *what*) – **10 pts**
2. Address theory or concept's connection (or linkage) to a thematic issue (e.g. culture, deviance, stratification, race, or gender) raised in NYT article (the *how*) – **10 pts**
3. Describe the theory or concept's explanatory power of a societal issue raised in the NYT article and how it helps us better understand society at-large (the *why*) – **10 pts**
4. Presentation of completed Collaborative CM to class within ten minutes (*each* group member will need to contribute) – **10 pts**

➤ **Creating a free New York Times Account:** As an A&M-SA student, you have free access to NYT. Go to the A&M-SA homepage, use the search key and type in "library." Once on the library landing page, scroll down on the page and search for "Databases by Type" then click on "Newspapers" on the list. You will see the page you are on then states A-Z Databases: Newspapers, below you will see the alphabet, click on the letter "N." After clicking on "N" the following page is all the newspapers that start with that letter, choose the first selection that states "New York Times All Access Digital Pass (The New York Times Company)." You will then be asked to continue using your university credentials – username and password – to begin the process of registering for a free account with the NYT.

<sup>2</sup>Microsoft Word: <https://www.techwalla.com/articles/how-to-make-a-concept-map-in-microsoft-word>, Canva: <https://www.canva.com/graphs/concept-maps/>; Coggle: <https://coggle.it/?lang=en-US> ; To find out general info about use of Concepts Maps, use link: <https://learningcenter.unc.edu/tips-and-tools/using-concept-maps/>.

### **PARTICIPATION**

A student’s participation grade is assessed using the following participation scale<sup>3</sup>:

1. **High Participation** = 20 pts (A student *frequently* participates in meaningful & productive discussion regarding lecture/textbook during class meetings)
2. **Moderate Participation** = 15 pts (A student *periodically* participates in meaningful & productive discussion regarding lecture/textbook during class meetings)
3. **Low Participation** = 10 pts (A student *seldomly* participates in meaningful & productive discussion regarding lecture/textbook during class meetings)
4. **No Participation** = 0 pts (A student *never* participates in any meaningful & productive discussion or exchange throughout entire semester).

## **GRADING SCHEME**

Exam 1	60
Exam 2	60
Analytic Writing Prompts (4 X 10 pts each)	40
Concept Map Project	40
Participation	<u>20</u>
<b>Total Points -----</b>	<b>220 total points</b>

<b>198 – 220 = A</b>
<b>176 – 197.5 = B</b>
<b>154 – 175.5 = C</b>
<b>132 – 153.5 = D</b>
<b>Below 132 = F</b>

## **CHAPTERS COVERED**

- Chapter 1 “The Sociological View”
- Chapter 2 “Culture & Socialization”
- Chapter 4 “Deviance and Social Control”
- Chapter 5 “Stratification in the US and Global Inequality”
- Chapter 6 “Inequality by Race and Ethnicity”
- Chapter 7 “Inequality by Gender”

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<sup>3</sup> **Note:** Meaningful in this context refers to its relevance to the subject/topic as embedded in class lecture and the textbook. Productive in this context refers to input that illustrates critical thinking and can potentially positively elevate the subject matter in an evidence-based direction. Participation is not solely focused on whether a student is present, although that is a major factor. I assess participation also by the engagement level of the student in class discussion and the frequency that students contribute their thoughts, ideas, reflections etc on the topic at hand; all this is based on my assessment of the student throughout the semester.

## **Course Schedule: Readings, Exams & Due Dates**

### **WEEK 1**

#### **What is Sociology?**

##### **August 27, Tuesday (F2F In-Class Meeting)**

- Carefully review Course Syllabus via Blackboard.
- **READ Schaefer:** *Sociology Matters*, Chapter 1, “The Sociological View,” pp. 1-13.
- **Watch YouTube Film:** “C. Wright Mill’s – The Sociological Imagination – Troubles vs. Issues”  
URL: [https://www.youtube.com/watch?v=Y5lcrT\\_d-CQ](https://www.youtube.com/watch?v=Y5lcrT_d-CQ) (Closed Captioning and/or transcript Offered).

##### **August 29, Thursday (OLC-S)**

- **READ Schaefer:** *Sociology Matters*, Chapter 1, “The Sociological View,” pp. 14-34.

### **WEEK 2**

#### **What is Sociology? (Cont.)/Culture & Socialization**

##### **September 3, Tuesday (F2F In-Class Meeting)**

- Course Introduction (Discuss highlights of Course Syllabus & brief introductions)
- Lecture highlights over *Sociology Matters*, Chapter 1, “The Sociological View,” pp. 1-34.
- **Weekly Analytic Prompt #1:** Using insights from Chapter 1, what tools can Mills’ sociological imagination provide for us to examine society as social scientists? Submit today via Blackboard by 11:59 p.m.
- **READ Schaefer:** *Sociology Matters*, “Culture and Socialization,” Chapter 2, pp. 38-52.

##### **September 5, Thursday (OLC-S)**

- **READ Schaefer:** *Sociology Matters*, Chapter 2, “Culture and Socialization,” Chapter 2, pp. 53-70.
- **Watch YouTube Film:** “Genie Wiley TLC Documentary” URL:  
<http://amara.org/en/videos/doXnriWsAEgx/en/543498/> (Closed Captioning and/or transcript Offered)

## **WEEK 3**

### **Culture and Socialization (cont.)/Deviance & Social Control**

#### **September 10, Tuesday (F2F In-Class Meeting)**

- Lecture highlights over *Sociology Matters*, Chapter 2, “Culture and Socialization,” pp. 38-70.
- **Weekly Analytic Prompt #2:** Using insights from Chapter 2, how important is socialization in shaping a sense of self? Provide an example. Submit via Blackboard by 11:59 p.m.
- **READ Schaefer:** *Sociology Matters*, Chapter 4, “Deviance and Social Control,” pp. 98-114.

#### **September 12, Thursday (OLC-S)**

- **READ Schaefer:** *Sociology Matters*, Chapter 4, “Deviance and Social Control,” pp. 115-124.
- **Watch YouTube Film:** “The Milgram Experiment” URL:  
<https://www.youtube.com/watch?v=jbKIkfk-wtc> (Closed Captioning and/or transcript Offered)

## **WEEK 4**

### **Deviance and Social Control (Cont.)/Gear Up for Exam 1**

#### **September 17, Tuesday (F2F In-Class Meeting)**

- Lecture highlights over *Sociology Matters*, Chapter 4, “Deviance and Social Control,” pp. 98-124.

#### **September 19, Thursday (OLC-S)**

- Students will need to prepare for Exam 1 by reviewing chapters 1, 2, & 4; personal class notes and/or chapter resources; Exam 1 will be in-class on September 24<sup>th</sup>, Tuesday - please bring a scantron.



## **WEEK 5**

### **Exam 1/ Stratification**

#### **September 24, Tuesday (F2F In-Class Meeting)**

- **Exam 1 In-Class** – please bring a scantron and/or make sure to mark your answer responses on the exam in a clear fashion.
- **READ Schaefer:** *Sociology Matters*, Chapter 5, “Stratification in the US and Global Inequality,” pp. 127-144.

#### **September 26, Thursday (OLC-S)**

- **READ Schaefer:** *Sociology Matters*, Chapter 5, “Stratification in the US and Global Inequality,” pp. 145-161.
- **Watch YouTube Film:** “Why you don’t care about inequality,” <https://www.youtube.com/watch?v=cYgH5QLJCzQ> (Closed Captioning and/or transcript Offered).

## **WEEK 6**

### **Stratification (Cont.)/Inequality of Race & Ethnicity**

#### **October 1, Tuesday (F2F In-Class Meeting)**

- Lecture highlights over *Sociology Matters*, Chapter 5, “Stratification in the US and Global Inequality,” pp. 127-161.
- **Weekly Analytic Prompt #3:** Using insights from Chapter 5, how does becoming aware of social class impact your ideas concerning the ideology of the American Dream? Submit today via Blackboard by 11:59 p.m.
- **READ Schaefer:** *Sociology Matters*, Chapter 6, “Inequality by Race and Ethnicity,” pp. 164-176.
- Class Activity on October 8<sup>th</sup>, Tuesday: \*Bring, if you are able to do so, your Birth Certificate to sociological examine information on it\*

#### **October 3, Thursday (OLC-S)**

- **READ Schaefer:** *Sociology Matters*, Chapter 6, “Inequality by Race and Ethnicity,” pp. 177-186.
- **Watch YouTube Film:** “The Myth of Race Debunked”: <https://www.youtube.com/watch?v=VnfKgffCZ7U> (Closed Captioning and/or transcript Offered).

## **WEEK 7**

### **Inequality of Race & Ethnicity (Cont.)/Construction of Gender**

#### **October 8, Tuesday (F2F In-Class Meeting)**

- Lecture highlights over *Sociology Matters*, Chapter 6, “Inequality by Race and Ethnicity,” pp. 164-186.
- Class Activity: Sociologically examining information on Birth Certificate.
- **READ Schaefer:** *Sociology Matters*, Chapter 7, “Inequality by Gender,” pp. 189-196.

#### **October 10, Thursday (OLC-S)**

- **READ Schaefer:** *Sociology Matters*, Chapter 7, “Inequality by Gender,” pp. 197-204.
- **Watch YouTube Film:** “Two-Spirit Identity”:  
<https://www.youtube.com/watch?v=8N7JcYbdlmo&t=32s> (Closed Captioning and/or transcript Offered).

## **WEEK 8**

### **Construction of Gender (Cont.)/Gear Up for Exam 2**

#### **October 15, Tuesday (F2F In-Class Meeting)**

- Lecture highlights over *Sociology Matters*, Chapter 7, “Inequality by Gender,” pp. 189-204.
- **Weekly Analytic Prompt #4:** Using insights from Chapters 6 & 7 – how do sociologists discuss race and gender as social constructs, yet also have real social consequences? Please explain. Submit today via Blackboard by 11:59 p.m.

#### **October 17, Thursday (OLC-S)**

- Students will need to prepare for Exam 2 by reviewing chapters 5, 6, & 7; personal class notes, and/or chapter summaries; Exam 2 will be in-class on October 22<sup>nd</sup>, Tuesday - please bring a scantron.

## **WEEK 9**

### **Exam 2**

#### **October 22, Tuesday (F2F In-Class Meeting)**

- **Exam 2 In-Class** – please bring a scantron and/or make sure to mark your answer responses on the exam in a clear fashion.

#### **October 24, Thursday (OLC-S)**

- No Assigned Readings.

## **WEEK 10**

### **Group Concept Map Formation/Working on Concept Map**

#### **October 29, Tuesday (F2F In-Class Meeting)**

- Form small groups of 2-3 students for collaborative Group Concept Map project; Professor's role will be to assist groups; **Critical to be in class for group formation.**

#### **October 31, Tuesday (OLC-S)**

- Formulated groups will continue to work together in creating their Concept Map project.

## **WEEK 11**

### **Group Concept Map Formation (Cont.)/Working on Concept Map**

#### **November 5, Tuesday (F2F In-Class Meeting)**

- Establish grouping for any remaining students who are present in class; those absent on 3-25 and 4-1 will need to contact Professor concerning assignment. **Critical to be in class for group formation.**
- Students will work together on creating Concept Map; Professor's role will be to assist groups.

#### **November 7, Thursday (OLC-S)**

- Formulated groups will continue to work together in creating their Concept Map project.

## **WEEK 12**

### **Concept Map Presentations**

#### **November 12, Tuesday (F2F In-Class Meeting)**

- **Approximately 4 Groups** will present – each group has 10 minutes to present their Concept Map illustration to the class.

#### **November 14, Thursday (OLC-S)**

- Groups who have not yet presented will continue polishing up their Concept Map illustration in preparation for their respective presentation date.

## **WEEK 13**

### **Concept Map Presentations**

#### **November 19, Tuesday (F2F In-Class Meeting)**

- **Approximately 4 Groups** will present – each group has 10 minutes to present their Concept Map illustration to the class.

#### **November 21, Thursday (OLC-S)**

- Groups who have not yet presented will continue polishing up their Concept Map illustration in preparation for their respective presentation date.

## **WEEK 14**

### **Concept Map Presentations**

#### **November 26, Tuesday (F2F In-Class Meeting)**

- **Approximately 4 Groups** will present – each group has 10 minutes to present their Concept Map illustration to the class.

## THANKSGIVING BREAK (NO CLASSES)

November 28th – 30th

### WEEK 15

#### Concept Map Presentations

#### December 3, Tuesday (F2F In-Class Meeting)

- Approximately 4 Groups will present – each group has 10 minutes to present their Concept Map illustration to the class.

#### December 5, Thursday (OLC-S)

- Last day of scheduled classes for Weekday Courses.
- No further assignments, readings, or class meetings.

#### \*\* Changes to the Syllabus\*\*

I reserve the right to change any part of this syllabus at any time during the semester. I will do my best to provide adequate notification if changes are made via Blackboard and in class.



"My students often ask me, 'What is sociology?' And I tell them, 'It's the study of the way in which human beings are shaped by things that they don't see.'"

-SAM RICHARDS

[www.everythingsociology.com](http://www.everythingsociology.com)