



# Independent Study | in Idaho

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# Course Guide

Independent  
Study | in Idaho

*Self-paced study. Anytime. Anywhere!*

## **Sociology 101** **Introduction to Sociology**

University of Idaho  
3 Semester-Hour Credits

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## Soc 101: Introduction to Sociology

3 Semester-Hour Credits: U of I

### Welcome!

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Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course, including the course description, course materials, course objectives, and information about lessons, exams, and grading.

### Policies and Procedures

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Refer to the ISI website at [www.uidaho.edu/isi](http://www.uidaho.edu/isi) and select *Students* for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

### Course Description

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Soc 101: Introduction to Sociology (3 U of I)

Basic theories, concepts, and processes involved in the scientific study of society; includes socialization, culture, sociological research, social class, family, religion, deviance, gender, race, and social class. U-Idaho students: May be used as core credit in J-3-d.

*Required: 12 graded lessons, 3 graded exams*

*Recommended: Internet access*

### Course Materials

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#### Required Course Materials

- Conerly, T. R. C. R., Holmes, K., & Lal Tomang, A. (2021). *Introduction to Sociology 3e*. Houston, Texas: OpenStax.

#### eBook (access online or download and print for FREE)

1. Access for free at <https://openstax.org/books/introduction-sociology-3e/pages/1-introduction> Digital: ISBN-13: 978-1951693367

#### To buy a soft or hardcover:

- Hardcover ISBN for OpenStax Introduction to Sociology 3e is **978-1711493985**
- Softcover ISBN **978-1711493978**
- You may download a pdf of the textbook and print out the required chapters at home.

Order hardcover/softcover copies on Amazon.com or directly from

XanEdu: email: [Textbookorders@xanedu.com](mailto:Textbookorders@xanedu.com) or call: (800) 218-5971, then dial 5 on the main menu.

#### Suggested Course Materials

- Wiesel, Elie. (1958). *Night*. New York: Hill and Wang. ISBN 978-0374500016
- A computer with Internet access

### Course Delivery

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This course is available online and in print. An electronic course guide is accessible through Blackboard at no additional cost. Refer to your *Registration Confirmation Letter* for instructions on how to access the electronic version through Blackboard. A printed course guide maybe purchased from the University of Idaho Bookstore.

## **Course Introduction**

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Welcome to Sociology 101, Introduction to Sociology. This is a three-credit survey and skills course consisting of twelve graded lessons and three exams. It is a survey course because you will become acquainted with the basic concepts used by sociologists to explain society and social interaction. It is a skills course because it will provide you with a unique perspective for understanding our social world and the skills to apply sociological principles to your own life.

In an era of rapid and pervasive social change, the acquisition of sociological skills is invaluable and empowering. Some of the topics covered in this course include culture, socialization, gender roles, family, deviance, race and ethnicity, and social class. As in most courses, you will be asked to read the textbook, write essays, and take exams. Please feel free to contact the instructor with any questions or concerns. Have fun and enjoy the course!

## **Course Objectives**

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- Explore sociology as a science and understand how it is used
- Distinguish between sociology and common sense
- Look at the world from a sociological perspective
- Survey the range of topics that interest sociologists
- Develop critical thinking skills
- Improve written communication skills by following the Guidelines for Written Assignments for this course
- Gain an appreciation for the variety and diversity of society

## **Lessons**

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### **Overview**

Each lesson includes the following components:

- lesson objectives
- reading assignment - I suggest you print out each assigned chapter as you go. Read, underline, take notes, mark up the chapter as you study.
- Section Quiz: self-study assignment - use the MC and essay questions as a self-study for the exams
- important terms - familiarize yourself with these so that you can discuss them on a lesson or exam
- lecture
- written assignment

### **Study Hints:**

- Keep a copy of every assignment submitted.
- Complete all reading assignments.
- Set a schedule allowing for course completion one month before your personal deadline.
- Web pages and URL links in the World Wide Web are continuously changing. Contact your instructor if you find a broken Web page or URL
- I encourage you to complete the self-study Section Quiz at the end of each chapter before you draft your essays. Do not submit the Section Quiz to your instructor. It is not graded but provides information necessary for essays and exams.

- Look at the Section Summary and Short Answer questions at the end of every chapter. These will give you practice on what will be on the exams
- Chapters in the textbook must be read thoroughly - I recommend printing each chapter so that you can underline and comment on key terms, ideas, and topics
- The written assignments comprise 45 percent of the final grade for this course. It is imperative to follow the guidelines below on how to draft a strong essay
- Refer to the **Course Rules** in Canvas for further details on assignment requirements and submission.
- Read the Requirements for Writing a Strong Essay

### **Requirements for writing a strong essay**

**Guidelines for Written Assignments Specific to this Course**, i.e., what your instructor is looking for:

Essays will be evaluated on the student's ability to state the answer clearly, give an appropriate example, and discuss the relevance of the term or concept to the study of society. The best answers will include examples and discussions of the relevant terms and concepts addressed by the questions. To get full credit, you must explain why the term or concept is relevant to the study of sociology.

### **Lessons will be graded as follows:**

To help you get the most out of your essays, use the formula of **state, show, and explain**. Each essay is worth 6.67 points. Three essays per lesson totaling 20 points per lesson.

State (2 points) the answer to the essay question using the appropriate sociological concepts or issues

Show (2 points) or illustrate the concept or issue by using an example from the world around you.  
Explain (2 points) why this concept or issue is relevant to the study of society. In other words, why do sociologists study this issue or concept?

Free of grammar, punctuation, and spelling errors (.67 point)

Example of using the formula state, show, explain above:

1. *Discuss ethnocentrism and cultural relativism.*

*Ethnocentrism and cultural relativism are both terms used by sociologists. Ethnocentrism means to judge another culture by the standards of one's own culture. Ethnocentrism is feeling your own culture's ways of doing things are right and proper while other cultures' practices are wrong or disgusting. For example, in the United States, it is the norm to use utensils when eating. In parts of Southeast Asia, it is the norm to eat with one's hands. A tourist from the United States may feel uncomfortable dining in Southeast Asia and may feel that people are "doing it wrong." This tourist is practicing ethnocentrism. On the other hand, if the tourist embraced the differences in culture and looked at the practice of eating with one's hands from the point of view of the culture of Southeast Asia, the tourist would be practicing cultural relativism. Cultural relativism is looking at another culture based on their standards rather than one's own. Sociologists study ethnocentrism because it can lead to national pride and a sense of belonging. However, ethnocentrism can also cause prejudice and intolerance. Cultural relativism, on the other hand, allows sociologists to appreciate norms in other cultures for what they mean to that culture. An open mind to others' norms allows sociologists to*

*understand different societies' more fully, so that is why is it important to understand the difference between ethnocentrism and cultural relativism.*

**Font/Spacing:** Please use 12 points Arial, double space.

**Page Heading:** Each lesson must include a heading in the upper left corner as follows:

Your first and last name

Today's Date

SOC 101

Lesson #

**Essay Heading:** Each essay must be numbered and include the original question in the heading. For example:

1: Explain what the author of your textbook means when he states in the opening paragraph, "We need one another."

*Insert your essay here.*

2: Why are you a college student? In your answer, address the social factors, influences, and resources that enabled this path.

*Insert your essay here.*

**Essay length:** Your essay must be long enough to meet the criteria of state, show, explain. As we do not get the benefit of in-class discussion, this is your opportunity to show me you understand the material.

**In addition,** essays must be written using proper punctuation, grammar, and spelling. Many errors can be caught with a simple proofread. Please send in only your best work. Plagiarism will not be tolerated. For the University of Idaho's rules on plagiarism, see the *Student Code of Conduct* policy at [www.webs.uidaho.edu/fsh](http://www.webs.uidaho.edu/fsh), the *Faculty-Staff Handbook*, Chapter 2: Student Affairs Policies, Student Code of Conduct, 2300, Article II, Academic Honesty.

### Helpful Hints

- If this is your first time taking a self-paced distance education course, you may find learning the material from the textbook without attending in-class lectures to be difficult at first. I went through the same thing. Do not give up. You will find that learning to use a textbook as the primary source is an invaluable skill
- Your textbook has inserts of helpful information on every page. Please read these inserts as you come to them

## Exams

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### Overview

- Buttons to each exam are made available on Canvas when lessons 1-4, 5-8, 9-12 have been graded
- *For your instructor's exam guidelines, refer to the **Course Rules** in Canvas.*

Exams are closed book

Exams will be completed online unless otherwise arranged

Refer to *Grading* for specific information on assignment/exam points and percentages.



## Grading

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The course grade will be based upon the following considerations:

Twelve lessons (20 points each)	45% of final grade = 240 points
Three exams (100 points each)	55% of final grade = <u>300 points</u>

**540 total points possible**

Final Grade	Points Earned	Percentage Earned
A	486–540	90–100%
B	432–485	80–89%
C	378–431	70–79%
D	324–377	60–69%
F	0–323	Below 60%

### Exams essays will be awarded grades as follows:

**A:** This grade will be given to essay answers that state the answer clearly, illustrate with appropriate examples, and discuss the relevance of the term or concept. **A** work will be relatively free of spelling, grammar, and punctuation errors. On Canvas an A grade is between 18-20 points.

**B:** This grade will be assigned to essay answers that use the formula of **state, show, and explain**, but are missing a clear understanding of the term or concept. **B** work will have some errors in spelling, grammar, punctuation. On Canvas a B grade is between 16-17 points.

**C:** This grade will be assigned to essays that show a weak understanding of the concept or term and may be missing one of the three steps of **state, show, and explain**, and/or show a lack of proofreading. On Canvas a C grade is between 14-15 points.

**D:** This grade will be assigned to work showing limited or no understanding of the concepts or terms. On Canvas a D grade is between 12-13 points.

**F:** This grade will be assigned to work that show no informed discussion of the material. On Canvas an F grade is 11 points or less.

Submissions that do not meet the font/spacing or lesson and essay heading requirements will be penalized five points.

Rewrites are not an option.

**Exams** will be 55 percent of the final course grade. Each exam is worth 100 points. Each exam consists of 5 full essay questions worth 20 points each. Exam essays are evaluated on their inclusion of the state, show, and explain formula required on all essays in this course. **Note: Students must earn a minimum of 225 points on the exams combined (a C average) to pass the course.**

*The final course grade is issued after all lessons and exams have been graded.*

Acts of academic dishonesty, including cheating or plagiarism, are considered a profoundly serious transgression and may result in a grade of F for the course.

## About the Course Developer



Shawna Huggins has been an instructor for Independent Study in Idaho since 1994. She also teaches courses at Southern Oregon University and provides SAT and college prep seminars for local high schools. She tutors students of all ages in most academic subjects. Shawna is happiest when she is learning something new, so she enjoys the access to information afforded by the internet. Shawna earned her baccalaureate in sociology/anthropology at Southern Oregon University in 1989 and her Master of Arts in sociology at Washington State University in 1992.

Ms. Huggins wishes to acknowledge and thank the OpenStax Community for providing free online access to the *Introduction to Sociology 3e* textbook and granting permission for the chapter titles, lesson objectives, and key terms to be used in this course guide.

Your required textbook is [Creative Commons Attribution License 4.0 \(Links to an external site.\)](#)  
Access for free at <https://openstax.org/books/introduction-sociology-3e/pages/1-introduction> [\(Links to an external site.\)](#)

## **Contacting Your Instructor**

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Instructor contact information is posted on your Canvas site under *Course Rules*.

<b><u>Assignment Submission Log</u></b>				
<b>Lesson</b>	<b>Projected Date for Completion</b>	<b>Date Submitted</b>	<b>Grade Received</b>	<b>Cumulative Point Totals</b>
1				
2				
3				
4				
<b>It is time to take Exam 1.</b>				
<b>Exam 1</b>				
5				
6				
7				
8				
<b>It is time to take Exam 2.</b>				
<b>Exam 2</b>				
9				
10				
11				
12				
<b>It is time to take the Final Exam.</b>				
<b>Final Exam</b>				

# Lesson 1

## An Introduction to Sociology

### Lesson Objectives

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After completing this lesson, you should be able to:

- Explain concepts central to sociology
- Describe the ways that sociological theories are used to explain social institutions
- Differentiate between functionalism, conflict theory, and symbolic interactionism
- Explain why it is worthwhile to study sociology
- Identify ways sociology is applied in the real world

### Reading Assignment

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*Introduction to Sociology 3e*, Chapter 1, "An Introduction to Sociology."

Access for free at <https://openstax.org/books/introduction-sociology-3e/pages/1-1-what-is-sociology>

### Section Quiz & Review

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After reading Chapter 1, and before you begin your essays, study the *Section Summary*, *Section Quiz*, and *Short Answer* Questions found at the end of each chapter.

### Important Terms

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conflict theory	macro-level	social institution
culture	micro-level theory	sociological imagination
dramaturgical analysis	qualitative sociology	symbolic interactionism
functionalism	quantitative sociology	

### Introduction to Sociology

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Welcome to class! I am so glad to have you here. Please take the time to read over and study the Course Guide. You will find specific directions on how to draft answers to lesson questions, and you will learn how to study for exams. Basically, everything you need to know about the strategy to do well in this class is in the Course Guide.

#### What is sociology?

It is the study of individuals and groups within society and how these individuals and groups are influenced by society as a whole and how individuals and groups influence society. Does this sound like a circular definition? Yes, it does. This is because society is every changing as are the individuals within it. Just look at the changes we have made as a society given the COVID pandemic. As members within society, we all stayed home when possible, wore masks when we went out, and practiced social distancing. Individually, we suffered and fought our own battles around loneliness, lack of work, depression, and the loss of life as we knew it. Structurally, societal safety nets were expanded: extended unemployment benefits were set in place, food stamp benefits were raised, evictions for lack of rent payment were frozen, and so on. You may have noticed that the consequences of COVID were not equally shared across society. Postal workers, medical staff, gas station attendants, food service and grocery workers, bus drivers, in other words, the service workers, continued to work. Because of the high demand for their services and/or because they had no safety net of savings, these people kept working. The more privileged members of society could choose to stay home and stay safe. All of this is of interest to sociologists. Sociology looks

at the groups that benefit, the groups that suffer, the groups that weather the storm, and those that don't. Sociology looks at how society is structured and how the structure functions or does not function for all. Sociology looks at the meaning people give to situations and how people interpret situations.

### **Did you wear a mask during the COVID pandemic?**

If you did wear a mask, why? Did you wear a mask because in many states, it was the law? If it was not the law, did you wear or not wear a mask because of disapproving looks from others? Did you wear or not wear a mask as a political statement? You may believe that your choice to wear a mask or not wear a mask was a completely individual choice made by you. Still, I would like to present to you that many outside sources influenced your mask-wearing behavior during COVID: Science, media, religious beliefs, groups pressures, political beliefs, geography, demographic, cultural heritage, and socioeconomic status. These factors played a part in helping to shape your choice of whether to wear a mask or not. Understanding how society works and your place within it based on culture, socialization, gender roles, family, deviance, race and ethnicity, and social class will help you to gain an appreciation for the many forces that make you who you are within society. Join me in our study of these concepts.

### **Understanding the Functionalist, Conflict, and Social Interactionism Perspectives**

On a side note, do I have any Trekkies in this class? If so, you may find the following discussion helpful in understanding the Functionalist, Conflict, and Social Interactionism perspectives. I discuss the formal definitions of all three perspectives. I describe how you might see the world using different colored lenses with each perspective. Then I describe the theories in terms of Star Trek characters. See which explanation resonates with you.

### **The Formal Definition**

The functionalist perspective is the most macro-sociological of approaches, meaning that it concentrates on large-scale phenomena or entire civilizations rather than on small groups or the individual experience. This perspective is also one of the oldest theories in sociology. Comte, Spencer, and Durkheim are often referred to as the "founding fathers" of the functionalist perspective. The functionalist perspective emphasizes how parts of a society are structured to maintain its stability. The conflict perspective tends to be a macrosociological approach and has its roots in the work of Karl Marx. Where the functionalist perspective assumes that parts of society work together harmoniously, conflict theorists argue that inequality generates change. An interactionist perspective is a micro-sociological approach, meaning the focus is on small groups and the analysis of our everyday life experiences and interactions. George Herbert Mead and Max Weber are considered the founders of this theory.

Now that you have a brief overview of the three perspectives let us look at how each might explain how formal education functions in society. Functionalists would say that formal education helps maintain social order by transmitting culture, promoting social integration, providing training and social control, and contributing to cultural innovation. Conflict theorists suggest that education supports the existing system of inequality because education reinforces the status quo and, therefore, its existing inequalities. Interactionists would look at how stereotypes can shape what happens in the classroom to shape the individual's educational experience. As you can see, all three perspectives address education from a different point of view. We will explore that further in the following discussion of the visual definition.

### **The Visual Definition**

It is important to understand that each perspective sees society differently. I like to think of the perspectives as differently colored sunglasses. When you "wear" your functionalist perspective glasses (green—the color of living organisms), you see how the social structures of society work together for the benefit of society. Thus, you focus on how formal education contributes to the operation of society. You focus on how the family functions as an institution of socialization and sexual regulation, and how this

benefits society, and so forth. When you "wear" your conflict perspective glasses (red—the color of conflict), you focus on the consequences of the unequal distribution of education in society. You also focus on the difference in financial power between men and women and the consequences of this differential power for children of divorce. When you "wear" your interactionist glasses (purple—the color of feelings, meaning), you focus on the meaning of education to the individual. For example, what are the consequences to the student if he/she is labeled as gifted or challenged? You focus on the experience of family life and how men and women experience marriage differently.

### **The Popular Culture Definition**

Here is my favorite way of understanding the perspectives. For those of you who are Star Trek fans, or have at least seen the original series or The Next Generation, here are some helpful tips: A member of Star Fleet Academy would compare functionalists to Data or Spock as they all ask, "What function does it serve?" or "What is its function?" The Starship Enterprise helps to remind us that functionalism is a macro-sociological view as we look out the window of the starship to see social organizations as a whole. This perspective keeps us focused on social structure and social institutions. I liken the conflict perspective to that used by a Ferengi or by Worf, the security officer on the Next Generation's Enterprise. Worf is always considering, "Who is in charge? Who has the power? Whose rules are we following? Who is making the rules?" A Ferengi would say, "I have all the money, and you do not so how do I make more and what rules can I make that prevent you from getting what I have?" We are still on the bridge, looking out the window and seeing the big picture. We are looking at which groups have the power and at which group is in charge. Interactionists remind me of Deanna Troi, the counselor on the Next Generation's Enterprise. She always asks, "What is the meaning? How do you feel? What does that mean to you? What is your interpretation?" The interactionist perspective is micro-sociological in that it focuses on the meaning people give to labels, experiences, and situations. I think Deanna represents this theory well.

I hope that our discussion of the three perspectives has helped you to understand how each one interprets and explains the social world.

### **Written Assignment**

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Before beginning the first written assignment, refer to the *Course Rules* in Canvas for your instructor's assignment requirements. If emailing assignments to your instructor, please copy the ISI office at [indepst@uidaho.edu](mailto:indepst@uidaho.edu).

You must answer all THREE essay questions. Click on the link above to submit your assignment.

1. Discuss the term sociological imagination as you demonstrate and explain the requirements for writing a strong essay as described in the Course Guide.
2. Discuss the three key sociological theories: Conflict, Functionalist, Social Interactionism. Which is most useful to explain how society operates?
3. Describe a situation in which societal pressures influenced a choice you made.