

Instructor: Fang Ba PH.D. (she/her/hers)

Class Meetings: Tuesday/Thursday 2:20PM – 4:00PM

Location: MAIN Campus, David Straz Center, 157

E-mail: fba@carthage.edu

Office hours: After class and by appointment

Please feel free to contact me with any questions and concerns.



Sociology is the kaleidoscope you use to see the world.

Sociology is the scientific study of the individual within the context of human society. In this course, we will cultivate our “sociological imagination” by making connections between individual phenomena and the larger social context.

This course will simplify the reference textbooks and combine them with other references into 7 lessons. Step by step, we will study a range of social situations, from small-scale social interactions between two people and within small groups like families & friends, to larger-scale contexts such as schools, neighborhoods, cities, and even countries.

We will also use sociological tools to probe invisible social institutions and forces such as socialization and inequality. Readings and lectures will cover classic works by Weber, Durkheim, Charles Horton Cooley, and more contemporary theorists including Erving Goffman, Peter Bula, and recent empirical work by some Japanese and other Asian researchers.

The conversation topics will include: socialization and social interaction, culture, immigrants, stratification and inequality, race and ethnicity, gender, social problems, social networks, education, family, the course of life, and more. This course will highlight a range of methods of social inquiry and analysis, including quantitative methods, qualitative interviewing, network analysis, and historical methods.



The primary goal of this course is to familiarize students with the sociological perspective.

1. How to use the sociological imagination to explain the connection between an individual with Society and how social change impacts an individual.
2. A basic understanding of
 - ▶ Sociological theories and conceptual frameworks.
 - ▶ Social stratification based on class, education, gender, and race.
 - ▶ The research design and methodology of the discipline.
3. Establish sociological critical thinking
 - ▶ Finding and evaluating data and its sources, context, and discourse.
 - ▶ Analysis of a problem or argument.
 - ▶ Development of responsive argument or solution.

Reference textbook:

Jon Witt (2020) *SOC 2020* 6th Edition

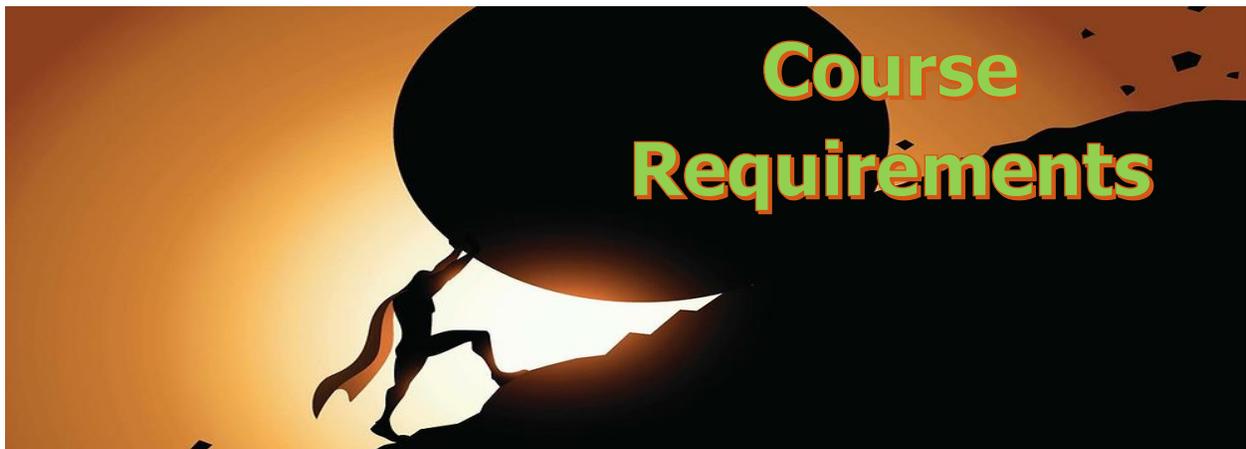
Reference books:

■C.Wright Mills (Author)/Todd Gitlin (afterword)

The Sociological Imagination 40th anniversary Edition

■Ron Hammond and Paul Cheney *Intimate Relationships and Families Sociology*

Note: Other reference books, research, data, etc. will be shared through Schoology



Grade Rubric:

- Attendance & Participation 25%**
- Discussion 25%**
(In-class lesson discussion 15% & discussion board 10%)
- Lesson Quizzes (6) 10%**
- Report Papers (2) 20%**
- Final Exam 15%**
- In-class Individual Presentation (Final Thoughts) 5%**

A = 94% - 100%	A- = 90% - 93%	
B+ = 87% - 89%	B = 83% - 86%	B- = 80% - 82%
C+ = 77% - 79%	C = 73% - 76%	C- = 70% - 72%
D+ = 67% - 69%	D = 63% - 66%	D- = 60% - 62% F = 59% or less

Every assignment in this course is a percentile scale.

1. Attendance & Participation: 25%

Attendance and classroom performance should be evaluated together.

Attendance and participation points are given to encourage your active **class participation and discussion (group discussion)**. Every class meeting, you will get a blank card. This is your attendance card, you write your name on it and turn it in at the end of class. It is recommended to write on this card what your questions and concerns about each class are.

You will be rewarded with a good score and my high opinion as long as you frequently come to class and actively contribute to the class discussion during class meetings. You are responsible for all information presented in class even on days that you are absent. When you miss a class, please find out the assignments and prepare yourself for the next class. **When you can't come to the class, please send me a brief e-mail to explain your absence in advance.**

Students are allowed two absences without excuses; please save them for minor illness, emergencies, family events, job interviews etc. But please avoid important days of this course (In-class lesson discussion, quizzes and final exam).

2. Discussion: 25%

The discussion here includes In-class lesson discussions and the discussion board on schoology.

► In-class lesson discussions 15%:

There are 7 lessons in this course. At the end of each session of lessons, we have time for class discussion. This will be organized by students taking turns to lead the conversation.

Groups of 4-5 members lead a classroom discussion on a topic of their choosing from the current lesson. Group members should try to be active in the discussion atmosphere, as the participation of all members is very important. Class discussions should be limited to 30-40 minutes.

We're going to create 5 groups. Each group needs to organize 2 discussions. The tentative in-class discussions are as follows: (It takes time to build groups, so Lessons 1 and 2 will be discussed at the same time.)

► Lesson 1 & Lesson 2 (Slide pack 2/3/4/5/6)

>Group 1 (Slide pack 2/3) Group 2 (Slide pack 4/5/6)

► Lesson 3 (Slide pack 7/8)

>Group 3

► Lesson 4 (Slide pack 9/10/11)

>Group 4 (Slide pack 9) Group 5 (Slide pack 10/11)

► Lesson 5 (Slide pack 12/13/14)

>Group 3 (Slide pack 12) Group 4 (Slide pack 13/14)

► Lesson 6 (Slide pack 15/16/16II)

>Group 1 (Slide pack 15) Group 5 (Slide pack 16/16II)

► Lesson 7 (Slide pack 17/18)

>Group 2

► **Discussion Board on schoology 10%:**

We also have a discussion board for each lesson on schoology. Each lesson has 1-2 discussion boards, set and graded by the instructor. Please think carefully and leave your thoughts and opinions. Your score will be determined based on your participation and comments on the discussion boards.

>Discussion Board Rubrics:

- (1) Illustrates that you have read the assigned materials. (10 points)
- (2) Each comment board message needs to be around 100-150 words. (20 points)
- (3) The comment is clear and concise. It is thorough, addresses core themes, and able to impart information and critique them. (40 points)
- (4) You commented on other posts instructively and furthered the discussion and brainstormed ideas or introduced supporting arguments. (30 points)

3. Lesson Quizzes (6) 10%

There will be 6 short quizzes (there is no Lesson 7 quiz) of this course. After each lesson, a 6-12 question quiz will be given over the material. The quizzes will be taken on Schoology. It will be These quizzes can help you remember the main contents of the course and the format of the quizzes will include multiple choice and short answer.

4. Report Papers (2) 20%

This course requires the completion of 2 report papers. Each paper requires about 6-7 pages (double spaces, excluding title page, references list).

The 2 report papers should be in ASA format, with a title page, a reference list, and citations of all sources within the text as well as in the reference list.

The purpose of the papers is to explain, apply, and discuss in depth a concept, idea, or theory from this course.

For each paper, I will give you the choice of 2-3 topics. You can choose one of them to start your own argument and discussion. ***(More details will be given at the first class meeting.)***

Please pay attention to requirements for the 2 papers writing as below:

-Specific requirements for the grading of the papers.

1. Start with a title page. The title page should include a title for the report, your name, the name of the class and professor, and the date.

[5 points]

2. Clarify your arguments. Begin your report with an introduction of the concept, idea, or theory from this course that will be the focus of the paper, and identify the discussion topic your addressed.

[20 points]

3. Paper's structure. Using ASA Format, cite the textbook or slide packs in the text, including page numbers, and add a complete citation in the Reference List.

Scientific papers are organized into specific sections and each has a goal. We have listed them here:

- ▶ Title: Your title draws the reader in and tells them what you are presenting. The title should be clear, or shows your argument.
- ▶ The abstract or Introduction: Include background information on the subject and your objectives here. Could be a short summary part of your paper. Keep the sentences short and focused.
- ▶ Analysis discussion: Clearly and succinctly explain your own points of view and provide evidence to support your arguments. Citation existed research facts or textual data provide important evidence here.
- ▶ Conclusion: Discuss your findings here. Your results prove your hypothesis. Discuss what your argument's results mean in this section. Prospects for future research trends.
- ▶ References: All citations in the text must have a corresponding reference.

[30 points]

4. Clarity of writing. Your paper should be presented as clearly as possible. Explain the significance of the concept, theory, or idea discussed in your paper and its usefulness in helping us to better understand real situations. This is the heart of the paper.

[20 points]

5. Explain how this connects with one of the learning outcomes or goals for the course as a part of a short conclusion. **DON'T FORGET THIS STEP!**

[15 points]

6. End with a Reference List in ASA format. Every item in the reference list should be cited in the text of the paper, and every source discussed in the text of the paper should be in the reference list. The reference list must include the textbook or slide packs as one of the sources.

[10 points]

5. Final Exam 15%

Part 1: Multiple choice questions (30): (50%)

Part 2: Comparison view for short answer (3): (15%)

Part 3: Short Answer questions about data explanation and analysis (3): (15%)

Part 4: Narrative short answer (3): (20%)

6. In-class Individual Presentation (Final Thoughts) 5%

This will be hold in the last 2 classes meeting of this semester. Everyone needs to stand on the podium and give a speech of 5 to 10 minutes. The presentation should include:

1. Choose a topic related to this course that you are interested in, and share your own points of view about it. [30 points]
2. How do you think your perspective of the world, society, and social issues has changed since you took this introductory sociology course. [30 points]
3. A self-assessment: Do you think you have met the objectives of this course after taking this course. If not, please elaborate on which aspect was not met and why. [40 points]

Important Dates:

February 9, last day to drop/add
March 25, Advising for Fall begins
March 25, Mid-term grades due
April 8, Last day for complete withdrawal ("W"s on transcript)
April 8, Advising for Spring ends
April 11-14, online registration for Fall
May 13, Spring term ends after last class
May 16-18, final exams

Academic Honesty and the Carthage Community Code:

Academic honesty is essential to maintaining a high level of academic integrity. Treating others with respect and dignity is also an important dimension in creating a vibrant community where people are free to investigate intellectual ideas, conduct research, and share ideas with others. You are expected to abide by Carthage College's community code, which covers a wide range of community expectations for both faculty and students at: <https://www.carthage.edu/communitycode/>

Statement on Learning Disabilities:

Carthage College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers due to your disability (including mental health, learning disorders and chronic medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, you also need to register with Diane Schowalter in Learning Accessibility Services. You can contact Diane by emailing her at: dschowalter1@carthage.edu.

For Remote Learning Sessions:

Students should wear the same sort of attire that they would wear to class. During remote learning sessions, students must adhere to the same behavioral guidelines that they would in the classroom.

Classroom Conduct:

In order to foster an active learning environment, I may request that computers, tablets be put away during class unless when we use of Ebook etc. for your study. Students needing academic adjustments or accommodations because of a disability should notify the professor. All discussions will remain confidential.

An equitable, inclusive and diverse classroom environment encourages students to feel empowered in their participation and learning. A classroom that strives for all three enables students to blossom to their full potential within a positive community. Be actively engaged with respect, mutuality, and collegiality. In short, our inclusive classroom community should be, and can be greater than the sum of its parts.

Professional Discussion:

Mastering the art of communicating professionally with your peers and your professors is crucial to your success. This pertains not only to the classroom, but in your entire college career and beyond. Discussing professionally reduces the chances of miscommunication and discord.

Mask & Hygiene Policy:

Due to the ongoing pandemic, Carthage College has adopted a policy requiring masks to be worn by all individuals in all campus buildings. Masks must be worn at all times in the classroom, laboratory, studio spaces, hallways, bathrooms, and during in-person meetings. The face-covering must conform to CDC guidelines and must cover both the nose and mouth at all times. Note that bandanas, neck gaiters, and masks with exhalation or external valves are not acceptable and are not sufficient for the protection of others or yourself. Acceptable masks tie behind the head or loop behind the ears, fit snugly over the nose and chin, and can include cloth masks, medical/surgical masks, and N95s or KN95s. Eating and/or drinking are prohibited while in the classroom (because those activities interfere with consistent mask-wearing). Any student who refuses to wear a mask or consistently forgets one will be asked to leave the class and not given an opportunity to make up missed work.

Health & Counseling:

The Health and Counseling Center (HCC) supports students by addressing physical, mental, and emotional well-being. All services are free and confidential and are available to currently enrolled, full-time undergraduate students. Health services include the assessment and treatment of minor illness and injury. Diagnostic testing, complimentary over-the-counter medications, and referrals to off-campus providers are all available. Our licensed counselors help students with challenges that can be resolved with short-term, solution-focused counseling. Some topics discussed during counseling include depression and anxiety, traumatic experiences, gender and sexuality, relationship concerns, stress management, and academic challenges. More details - including info about appointments - can be found at carthage.edu/health-counseling.

COVID CONTINGENCY PLAN

Unfortunately, we are still in the midst of a pandemic, and it is possible that you or I might need to isolate if we or a member of our household tests positive for COVID or has a close contact exposure. Carthage continues to request that individual students who have tested positive contact Kimberlie Goldsberry at kgoldsberry@carthage.edu and/or Nick Winkler at nwinkler@carthage.edu in the Dean of Students Office in order to work through the isolation and contact tracing protocols. PCR testing is still the gold standard for assessing the presence of COVID-19, but we will accept rapid tests (lab based or in-home).

Here is the plan for what to do in case one of us needs to isolate this semester:

- If I need to isolate but am asymptomatic and healthy enough to work, I will notify you through e-mail. that we will shift our class online into Zoom on an asynchronous/synchronous during our regular scheduled class time/etc. schedule. If we have certain projects or assignments planned during that period that would require significant modification to work online then I will let you know about the revised plan as quickly as possible. If I become too ill to work then please look in your email from me or my department chair for further instructions.
- If you test positive for COVID and are symptomatic, your first priority should be your health. Please let me know what has happened as soon as is reasonably possible, and be sure that you or someone you designate submits the Carthage college's Contact address above. If you are the caregiver for a dependent who is symptomatic and requires your assistance, please make their care your priority and let me know what is happening as soon as is reasonably possible.
- If you need to isolate due to a COVID exposure or a positive test but are asymptomatic and healthy enough to continue coursework, please let me know as soon as possible by email. In this case, I will allow you to join the class meeting via zoom. Please stay engaged with our course during your isolation by keeping up on readings/participating in zoom and Schoology discussions/continuing research or group projects/watching course content/etc. How you can stay up to date and/or catch up on any in-class work during your isolation period.

I hope you all take care to protect yourself, and we can share a happy learning semester!

TENTATIVE SCHEDULE

Date	Topics/contents	Readings/Discussion topics (In-class & Schoology)
2/3	<ul style="list-style-type: none"> ●Welcome; ●Course Syllabus /Course Introduction ●The world of people 	Topic (Freely discuss): Sociology areas of interest
2/8 2/10	Lesson 1 What Is Sociology & The Sociological Imagination <ol style="list-style-type: none"> 1. How do sociologists look at the world? <ul style="list-style-type: none"> ▶What is the Sociological Imagination 2. How might someone practice sociology? <ul style="list-style-type: none"> ▶From private problem to public issues 3. The Function of Sociology <ul style="list-style-type: none"> ▶to reveal that which is hidden in people’s worlds 4. Three Sociological Perspectives <ul style="list-style-type: none"> ▶ functionalist / conflict / interactionist 5. What are the big Questions of Sociology <ul style="list-style-type: none"> ▶How is social order maintained? How do power and inequality shape outcomes? How does interaction shape our worlds? Ect.	SOC:Ch1 Mills, C. Wright. The Sociological Imagination. Ch1: “The Promise” (3-24). Discussion topic: ▶What do you think Sociology is? and what is Society? ▶How do we understand and distinguish between personal troubles and public issues? ▶ What is the sociological imagination? And what are the key theoretical perspectives in sociology?
2/15 2/17 2/22 2/24	<ul style="list-style-type: none"> ●L1 Quiz Lesson 2 Culture & Social Phenomenon <ol style="list-style-type: none"> 1. What is Culture? <ul style="list-style-type: none"> ▶Structuring Culture 2. How to Observe Social Phenomena? <ul style="list-style-type: none"> ▶Culture Element 3. Subculture/counterculture <ul style="list-style-type: none"> ▶The difference and how to face them 4. How to Explain Social Phenomena? <ul style="list-style-type: none"> ▶Cultural variation 5. Social actions <ul style="list-style-type: none"> ▶ understanding and explanation ▶ Individual behavior/Social actions/Organizational Behavior 	SOC:Ch3 Discussion topic: ▶What do you think about the relationship between culture and society? ▶How are subcultures and counter cultures different from the dominant culture? ▶How does social context influence how we relate to others? ▶The COVID-19 Pandemic impact on culture and society? ▶ Compare some foreign corporations that have influenced American culture with a

	<p>•In-class Lesson 1 & lesson 2 discussion</p>	<p>number of United States corporations that have influenced culture and social life in foreign nations. Discuss the relevance of ethnocentrism to these issues.</p>
<p>3/1 3/3 3/8</p>	<p>•L2 Quiz Lesson 3 Socialization & Social self</p> <ol style="list-style-type: none"> 1. What is socialization and the basic content? 2. What are the roles and agents of Socialization? 3. What is the Consciousness and Performance of Social Self? / Identity <ul style="list-style-type: none"> ▶ See yourself from a different perspective <ul style="list-style-type: none"> >Social and personal issues >Compassion and Understanding as Social Behavior <p>Introduction theory: Alfred Schutz & Charles Horton Cooley & Erving Goffman</p> <p>•In-class lesson 3 discussion</p> <p>•Paper 1</p>	<p>SOC:Ch4/Ch8 Mills, C. Wright.(P132-142)</p> <p>Conversation topic:</p> <ul style="list-style-type: none"> ▶How does a person grow up? - From natural person to social entity: a human's growth process ▶ Identify the various agents of socialization and assess the importance of each in the formation of a social self. ▶ Identify particular phrases or symbolic gestures you may use today that you learned from your parents, and discuss the impact of socialization on development of one's personality. ▶ Identify which socializing agents, other than family, that you consider influential in your life, and discuss how socializing agents can be both positive and negative in development of the self.
<p>3/10 3/22 3/24 3/29</p>	<p>•L3 Quiz Lesson 4 Social Structure & Social Class</p> <ol style="list-style-type: none"> 1. Social structure, social interaction, and Social stratification 2. How does social structure shape individual action? <ul style="list-style-type: none"> ▶ The positions we occupy shape our perceptions 3. Social Control: Deviance and Crime <ul style="list-style-type: none"> ▶ explain and understand the difference 4. Social class operate: changes your life <ul style="list-style-type: none"> ▶ perspective on stratification: material, social, and cultural resource differences <p>Introduction theory: Talcott Parsons & Peter Bula & George Casper Homans</p>	<p>SOC:Ch5/Ch6/Ch10 Mills, C. Wright.(P143-164)</p> <p>Conversation topic:</p> <ul style="list-style-type: none"> ▶How do you understand the relationship between individuals and society? List several social statuses you occupy to discuss. ▶ Everyone is constrained when human nature encounters social norms. In diverse societies, the establishment of laws inevitably generates conflicts over whose values should prevail or whose interests should be protected. ▶ Would you have more respect for a person who is born wealthy or a person who becomes wealthy through hard work?

	<p>•In-class lesson 4 discussion</p>	<p>Address the differences associated with ascribed and achieved statuses in your answer.</p> <ul style="list-style-type: none"> ▶ How is it possible for education to represent both a path for opportunity and an instrument for maintaining inequality? Where in your experience have you seen both at work? ▶ How do someone's parents influence their cultural capital? And why might someone have a lot of money but still not be considered upper class?
<p>3/14 to 3/18 Spring Break</p>		
<p>3/31 4/5 4/7 4/12</p>	<p>•L4 Quiz Lesson 5 Family & Social Network</p> <ol style="list-style-type: none"> 1. Family structure type and life cycle <ul style="list-style-type: none"> ▶ How do we define and understand family 2. Marriage, Mating, and Parenting <ul style="list-style-type: none"> ▶ What is the marriage trends and the difference of patterns and practices? ▶ Development and Change of Social Networks 3. Types and Structure of Social Groups <ul style="list-style-type: none"> ▶ Educational and religious factors 4. The Love types in Modern Society <ul style="list-style-type: none"> ▶ How our Love and intimacy go hand in hand <p>Introduction theory: Niklas Luhmann & William Graham Sumner & Mark Granovetter & Stanley Milgram</p> <p>•In-class lesson 5 discussion</p>	<p>SOC:Ch7 Intimate Relationships and Families Sociology: Ch6 Love and Intimacy</p> <p>Conversation topic:</p> <ul style="list-style-type: none"> ▶ How have the types of family changed in the past few decades? what are the reasons? ▶ Consider why being single, or being a child-free couple, is stigmatized in the United States. ▶ Observe your acquaintance groups and discuss: whether there are similarities or differences and to what extent child-rearing styles vary depending on social class. ▶ Try to compile a list of factors you would want your parents to consider if they were entering into an arranged marriage, and discuss how certain cultures criticize our rationale of romantic love for marriage. ▶ Why do some intimate relationships end so quickly, while some can last for a long time?
<p>4/14 4/19</p>	<p>•L5 Quiz</p>	<p>SOC:Ch11/ Ch12/Ch13</p>

4/21 4/26	<p>Lesson 6 Social mobility, Immigrants and Social Change</p> <ol style="list-style-type: none"> How do sociologists classify social mobility? Global inequality and Immigrant Life: The Concept and Research Dimension of Social Integration <ul style="list-style-type: none"> A Comparison view between Asian and the United States Race and Ethnicity Groups <ul style="list-style-type: none"> How significant is global stratification? What factors shape the success of a social movement? Why is the opportunity gap contributed to a growing class divide? <ul style="list-style-type: none"> Consider some facts and issues around you <p>Introduction theory: Jürgen Habermas & Robert Ezra Park & Pitirim A. Sorokin & KOMAI Hiroshi etc.</p> <p>•In-class lesson 6 discussion</p> <p>•Paper 2</p>	<p>Conversation topic:</p> <ul style="list-style-type: none"> How is the American dream related to education? Is the American dream achievable for everyone? Some argue that the role of multinational corporations in the global economy is generally positive? Outline these arguments and then examine them critically. Which do you find more compelling—the case for, or against multinational corporations? What do you understand about the concept of universal human rights? How important is it that this concept exists in the world today? How should violators of universal human rights be punished? Please search for evidence of racial stereotyping in television shows and commercials, and discuss institutionalized discrimination. And research Department of Justice statistics on hate crimes for frequency and geographic patterns, and discuss how prejudice leads to discriminatory behaviors. Please search for websites that are intended to protest certain behaviors or activities, and discuss the connection between technology and social change.
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4/15 to 4/18 Easter break

4/28 5/3 5/5	<p>•L6 Quiz</p> <p>Lesson 7 Sociological Research and Practicing Sociology</p> <ol style="list-style-type: none"> Steps in the Research process <ul style="list-style-type: none"> From defining problem to Developing the conclusion Major Research Designs and Research method Recent research trends and Research Ethics <ul style="list-style-type: none"> Introduce some recent sociological studies in the United States and other nations, etc. What does it mean to practice sociology? 	<p>SOC:Ch2 Mills, C. Wright.(P229-240)</p> <p>Conversation topic:</p> <ul style="list-style-type: none"> Using "Causal Logic," what independent variables can you propose that could explain variation in college grade point average? How many independent variables can you think of that would help explain GPA? Although education plays a significant role in explaining income, some people with minimal education earn high incomes, and some with advanced degrees earn relatively
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	<p>•In-class lesson 7 discussion</p>	<p>little. What social factors do you think might explain a person's income?</p> <ul style="list-style-type: none"> ▶ How have your perceptions of society and the world around you changed since taking this course? ▶ You are going to provide an operational definition of an abstract notion, such as the influence of poverty on crime. You can also provide a hypothesis statement concerning the nature of any relationship. ▶ Please try to bring an e-mail survey (from a product recently purchased) into class, and have students discuss what the researchers may be trying to measure or ascertain from the survey. ▶ Please examine a social media survey form for any indications of misleading, double-barreled, or biased questions, and discuss how the questions could be revised to avoid these problems.
<p>5/10 5/12</p>	<p>Final thoughts: How changes to society and social theory reflect and impact our daily lives. ▶ Sociological Thinking founding</p> <p>•In-class Individual Presentation</p>	
<p>5/17</p>	<p>Final Exam (3:30 p.m.-5:30 p.m.)</p>	

Note:

*Depending on the understanding of the content and the time limit, the arrangement of course content and schedule may change.

*More discussion topics will be given later in class for group discussion.