

## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring

**Course Prefix:** SOC

**Course Title:** Introduction to Sociology

**Year:** 2025

**Course and Section #:** 1010-002

**Credits:** 3

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### *Course Description*

Introduces basic sociological concepts, including theories and research methods. Explores major sociological topics, such as culture, globalization, socialization, groups, organizations, social institutions, social change, and social inequality. Challenges students to think critically about social issues on global and local scales and reflect on their life experiences from a sociological perspective.

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### *Course Attributes*

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

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### *Instructor Information*

**Instructor Name:** Dr. Katelyn Malae

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### *Student Learning Outcomes*

1. Analyze global or intercultural issues.
2. Recognize the complexity and variety of different cultural groups.
3. Evaluate how one's own cultural rules and biases compare and contrast with those from different cultures.
4. Interrelate respectfully with individuals representing cultures and perspectives other than one's own.
5. Investigate social issues from a sociological perspective.
6. Explain how social forces affect individuals' life chances and community-level outcomes.
7. Develop basic research skill sets to identify social problems and explore research questions.
8. Apply sociological theories and concepts to real life experiences.

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## ***Course Materials and Texts***

Introduction to Sociology 3e available on OpenStax. (<https://openstax.org/details/books/introduction-sociology-3e>)

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## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

- Weekly Concept Checks: Weekly practice questions to understand how students understand content. (15% of overall grade)
- Attendance and Participation: Weekly grade reflecting attendance and participation (15% of overall grade)
- Quizzes: Short assessments administered throughout the semester that include short-response, multiple-choice, and true/false questions about course content. (20% of overall grade)
- Sociological Autobiography: An essay asking student to apply sociological theory and concepts to personal biography (20 % of overall grade)
- Seeing Sociology Final Project: A summative assessment requiring students to take 10 different photos throughout the semester that represent sociological concepts and write a sociologically informed analysis for each photo (25% of overall grade).
- Seeing Sociology Presentation: A presentation of final Seeing Sociology Project during class (5% of overall grade).

Grade Scale out of 100%

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|-----------|----|
| • 100-95% | A  |
| • 94-90%  | A- |
| • 89-86 % | B+ |
| • 85-83%  | B  |
| • 82-80%  | B- |
| • 79-76%  | C+ |
| • 75-73%  | C  |
| • 72-70 % | C- |
| • 69-66%  | D+ |
| • 65-63%  | D  |
| • 62-50%  | D- |
| • <50%    | E  |

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### **Required or Recommended Reading Assignments**

Week 1:

- The Sociological Imagination” by C Wright Mills in *Thirty Readings for Introduction to Sociology*
- “1.1 What is Sociology?” in *Introduction to Sociology 3e*

Week 2:

- “Shopping Our Way to Safety: How We Changed from Protecting the Environment to Protecting Ourselves” pp. 13-23.
- “Excerpt from Punishment and Inequality” pp. 26-4.
- “1.2 The History of Sociology” in *Introduction to Sociology 3e*
- “1.4 Why Study Sociology?” in *Introduction to Sociology 3e*
- “1.3 Theoretical Perspectives in Sociology” in *Introduction to Sociology 3e*

Week 3:

- “2.1 Approaches to Sociological Research” in *Introduction to Sociology 3e*
- “2.2 Research Methods” in *Introduction to Sociology 3e*
- 2.3 “Ethical Concerns” in *Introduction to Sociology 3e*
- *Excerpt from Constructing Social Research* pp. 51-63
- *Excerpt from Damned Lies and Statistics* pp. 63- 74

Week 4:

- 3.1 “What is Culture” in *Introduction to Sociology 3e*
- 3.2 “Elements of Culture” in *Introduction to Sociology 3e*
- 3.3 “High, Low, Pop, Sub, Counter-Culture and Cultural Change” in *Introduction to Sociology 3e*
- 3.4 “Theoretical Perspectives on Culture” in *Introduction to Sociology 3e*

Week 5:

- 5.1 “Theories of Self-Development” in *Introduction to Sociology 3e*
- 5.2 “Why Socialization Matters” in *Introduction to Sociology 3e*
- 5.3 “Agents of Socialization” in *Introduction to Sociology 3e*
- 5.4 “Socialization Across the Life Course” in *Introduction to Sociology 3e*
- 4.3 “Social Construction of Reality” in *Introduction to Sociology 3e*

Week 6:

- “Social Institutions: Introduction” in *Thirty Readings for Introduction to Sociology*
- *Excerpt from the Protestant Ethic and Spirit of Capitalism*
- *Excerpt From Corporation Nation*
- “*The Deinstitutionalization of American Marriage*”

Week 7:

- 9.1 “What is Social Stratification?” in *Introduction to Sociology 3e*
- 9.2 “Social Stratification and Mobility in the United States” in *Introduction to Sociology 3e*
- 9.3 “Global Stratification and Inequality” in *Introduction to Sociology 3e*

- 9.4 “Theoretical Perspectives on Social Stratification” in *Introduction to Sociology 3e*

Week 8:

- 10.1 “Global Stratification and Classification” in *Introduction to Sociology 3e*
- 10.2 “Global Wealth and Poverty” in *Introduction to Sociology 3e*
- 10.3 “Theoretical Perspectives on Global Stratification” in *Introduction to Sociology 3e*
- Cherlin, Andrew. 2020. “why did so many urban working-class white people vote for trump?” *Contexts*.

Week 9:

- 12.1 “Sex, Gender, and Expression” in *Introduction to Sociology 3e*
- 12.2 “Gender and Gender Inequality” in *Introduction to Sociology 3e*
- 12.3 “Sexuality” in *Introduction to Sociology 3e*
- Cera et al. 2017. “Social Pressure to Appear Masculine Leads Straight Men to Have Unwanted Sex.” *Contexts*.

Week 11:

- 11.1 “Race, Ethnic, and Minority Groups” in *Introduction to Sociology 3e*
- 11.2 “Theoretical Perspectives on Race and Ethnicity” in *Introduction to Sociology 3e*
- 11.3 “Prejudice, Discrimination, and Racism” in *Introduction to Sociology 3e*
- 11.4 “Intergroup Relationships” in *Introduction to Sociology 3e*
- *Excerpt from Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*

Week 12:

- 15.1 “The Sociological Approach to Religion” in *Introduction to Sociology 3e*
- 15.2 “World Religions” in *Introduction to Sociology 3e*
- 15.3 “Religion in the United States” in *Introduction to Sociology 3e*

Week 13:

- 17.1 “Power and Authority” in *Introduction to Sociology 3e*
- 17.2 “Forms of Government” in *Introduction to Sociology 3e*
- 17.3 “Politics in the United States” in *Introduction to Sociology 3e*
- 17.4 “Theoretical Perspectives on Government and Power” in *Introduction to Sociology 3e*

Week 14:

- 21.1 “Collective Behavior” in *Introduction to Sociology 3e*
- 21.2 “Social Movements” in *Introduction to Sociology 3e*
- *Expert From Public Sociologies Reader*

All assigned readings either use chapters from required textbook or are available online.

Week 1: What is Sociology.

- In this section, we develop an understanding of how to think sociologically/use your sociological imagination.

Week 2: What is Sociology continued.

- In this section, we continue to develop an understanding of how to think sociologically/use your sociological imagination.

Week 3: Methods of Sociological Research

- In this section, we develop an understanding of the basic sociological research methods and process.

Week 4: Culture, Norms, and the Individual

- In this section, we develop an understanding of how culture shapes norms, values, and the individual.

Week 5: Socialization and the Construction of Reality

- In this section, we develop an understanding of we learn culture through socialization, and how culture shapes our social construction of reality.

Week 6: Social Institutions

- In this section, we develop an understanding of the role of social institutions in shaping the individual and groups.

Week 7: Stratification

- In this section, we develop an understanding of the sociological theories of social stratification.

Week 8: Class Inequality

- In this section, we develop an understanding of sociological perspectives on poverty and seriocomic status in the U.S. and globally.

Week 9: Gender and Sexualities

- In this section, we develop an understanding of the sociological theories on social construction of gender and sexuality.

Week 11: Race and Ethnicity

- In this section, we develop an understanding of the sociological theories on social construction of race and ethnicity in the U.S. and globally.

Week 12: Religion

- In this section, we develop an understanding of the sociological theories on religion and society.

Week 13: Politics and Authority

- In this section, we develop an understanding of sociological theories on the state, authority, and politics.

#### Week 14: Social Movements and Public Sociology

- In this section, we develop an understanding of sociological theories on the rise of social movements, and consider the value of sociology on the broader public.

#### Week 15: Seeing Sociology Presentations

- In this section, students present their Seeing Sociology Final Projects

#### Week 16: Seeing Sociology Presentations and Finals

- In this section, students present their Seeing Sociology Final Projects

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## ***Required Course Syllabus Statements***

### **Generative AI**

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work

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### **Using Remote Testing Software**

This course does not use remote testing software.

□ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment,

admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.