The University of South Dakota
Department of Anthropology and Sociology

SOC 432 – Collective Behavior and Social Change

Desire2Learn online course

Spring 2019 Syllabus

Instructor: Dr. Stephanie Spars

Undergraduate Credit Hours: 3
Lessons: 15
Discussions: 6
Quizzes: 2
Internet Activities: 2
Research papers: 7

Required Text


And other assigned readings (which will be made available on the course website or through JSTOR). These articles will form the basis of the essays and the discussions. So...make sure you read them.

Course Prerequisites

SOC 100 Introduction to Sociology or SOC 150 Social Problems.

Course Description

The course will present basic concepts and analysis of the major problems of contemporary society, including the social causes of these problems and the public policy consequences of solutions. We will be using a comparative/global perspective to study episodes of collective behavior and action that occur during and are constitutive of periods of social change. Examples include crowds, cults, fads, crazes, rumors, panics, riots, collective evil doing, social movements, social movements, natural disasters, and revolutions.

Collective behavior is behavior in which the usual social conventions and norms no longer guide social action and people bypass established institutional patterns to form new norms spontaneously. Collective behavior refers to the actions of groups, not of individuals. Collective behavior analysts
typically examine behavior ranging from fads and rumors to crowd behavior, panics, and disasters. Social movement behavior refers to behaviors associated with somewhat formal organizations established to achieve a goal that members deem important.

Instead of trying to cover the diversity of the collective behavior/social movements field (which could only be done superficially in one semester), I selectively narrow the coverage in exchange for depth of understanding. Consequently, this course in collective behavior/social movements provides an introduction to the field of social movements and a more detailed and complex examination of the area of collective behavior.

Topics covered include:

- unstructured social behavior in crowds
- collective violence
- behavior in disasters
- collective preoccupations
- social movements
- sociological theories that have been developed to explain collective behavior

Course Expectations

Successful completion of this course will enhance the student's ability to:

- To illustrate a basic foundation of sociological knowledge in the area of collective behavior/social movements
- To recognize the diversity that characterizes the sociological subfield of Collective Behavior and Social Movements
- Interpret and synthesize information and ideas
- Analyze and evaluate arguments
- Select and apply scientific and other appropriate methodologies
- Communicate clearly, precisely, and in a well-organized manner
- Learn to recognize various patterns of social structure, such as norms, roles, relationships, and institutions
- Become familiar with research methods
- Develop a further understanding of sociological theory

Course Structure, Assignments, and Evaluation

The course structure follows the structure of the textbook. We will divide the semester into 15 Chapter Weeks, with Mondays as day 1 and Sundays as day 7.

Each Week I will expect you to follow the traditional textbook routine – read the chapters, ponder the issues, answer the questions, learn the key words – so that you gain some insight and understanding into the subjects under discussion. You will also need to on occasion view a film – don’t wait until the last moment to watch it in case of technical difficulties.

There is no Extra Credit for the course.
Assignments and Activities
Each week (in the course Content Section) is a document “Assignments and Activities”. This document outlines what needs to be done each week (such reading assignments, essay, online discussions, and videos) and the deadlines. It also highlights some of the main concepts from the chapter.

Some of the quiz questions will be derived from this material. Make sure you read these documents.

Evaluation

• 2 Internet Activities (10 points = 20 total) - During the semester you will have two internet activities; first assigned at the beginning of the semester (due by March 17, 2019) and a second due week 15.

Activity 1: Find a newspaper or internet news article that focuses on some type of recent collective behavior activity. The activity must have occurred sometime during the previous three months. Submit an analysis and interpretation of the event. Note: you must apply and explicitly discuss one of the valid collective behavior theories in this document.

Activity 2: This activity will be assigned during the middle of the semester; its subject will depend on the course of world events up to that time.

• 2 Quizzes (30 points = 60 total) – There will be two 30 point quizzes (short-answer and multiple choice) during the course, one at midterm and one as a final. The quizzes will be available for you to take on-line and must be completed within a 40 minute time period. This works out to approximately 1.5 minutes per question. Any quiz that is not completed within the 40 minute limit will receive a zero. Quiz feedback will be available between one and two weeks after the closing date.

Quiz 1, at midterm, covers chapters 1-5 and 10-11; you make take it online any time between Monday, February 25 and Sunday, March 3 (11:59 pm CT).

Quiz 2, a final, covers chapters 7 and 12-16. You may take it online any time between Monday, April 22 and Monday, April 29 (11:59pm CT).

• 6 On-line Discussion Board Assignments (10 points each=60 total) – Students are required to participate in online discussions with their classmates. I will post questions for you to respond to almost every week. You will need to respond thoroughly to my questions (for a maximum of 5 points) by Thursday 11:59 pm and then respond briefly to at least 1 of your fellow group’s posts no later than 11:59 pm (CT) on Sundays. This discussion board participation is worth up to 10 points each.

  • In order to get your points, be sure your responses are of substance and do not wait until the last minute to make your posts.
  • Be sure to check in with the discussion board frequently as the discussions may be helpful to your study of that week’s topic.
  • Be sure to include material from the relevant assigned article and the section of the textbook.
  • The idea is for you to take away sufficient information that you can go on the web and find resources that will help you with your task.
You should treat all communications in this class as you would in the business world. In other words, I expect communication to be formal, using proper grammar, spelling and netiquette. For examples of proper netiquette, please refer to the Online Student Handbook. The six discussion weeks will therefore score 60 points maximum. Feedback and grades will be returned within one week after the conclusion of the discussion topic. Grades and feedback can be found in the Grades section of the course and will be designated by “Discussion#,” where the “#” will be replaced by the discussion number.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posting a response to instructor’s question by Thursday @ 11:59 PM CT</td>
<td>1 point</td>
</tr>
<tr>
<td>Substantiveness of initial posting</td>
<td>4 points</td>
</tr>
<tr>
<td><strong>You must include a citation from your text and assigned article (minimum word count - 250)</strong></td>
<td></td>
</tr>
<tr>
<td>Responding to peer posting</td>
<td>1 point</td>
</tr>
<tr>
<td><strong>Substantiveness of peer posting response</strong></td>
<td>3 points</td>
</tr>
<tr>
<td><strong>Include a citation from your text or other source</strong></td>
<td></td>
</tr>
<tr>
<td>Reading all other peer postings</td>
<td>1 point</td>
</tr>
</tbody>
</table>

**An Important Note:** Discussions can be a bit difficult, as you have to know something of the subject in order to discuss it (thus, the emphasis on reading each week’s chapter and doing some work in the online student learning center). With this in mind, you should not be surprised that certain answer types will get no grade points in discussions:

1. **Simply parroting someone else’s statement** (that is, using the same ideas/words as an answer – like a talking parrot does when you speak to it).

   If you respond by simply agreeing/disagreeing, e.g.: “I agree/disagree with X’s statement that SD will always be mainly agricultural” **and you don’t add any new information that is not in the original poster’s text, you get no grade points.**

2. **Copying someone else’s post.**

   For example, if someone makes a point in a discussion, **you don’t get any grade points for making the same point, if you don’t add any new information to the original poster’s text.**

- **7 Research Essays (20 points each=140 total)** – Students are required to write six research papers over the supplemental reading or viewing. These readings/viewings and subsequent essays will address a related theme in the textbook. Each essay will have guidelines/article specific questions – make sure you look at each essay’s guideline document in the applicable week’s Content module.

**Essay Grading Guidelines**

You must write seven research papers (minimum of 1000 words each, not counting the bibliography) relating to the supplemental readings or videos, addressing related themes in the textbook. Each essay has specific questions to answer and guidelines to meet, so make sure you look at each essay’s guideline document. Although short, these papers should be a well-reasoned and presented discussion of the question or task. You must include a bibliography; you may follow the rules of your preferred essay format (e.g. MLA, SAA) – but you must follow a recognized writing style and format.
Important Note: This is your chance to earn grade points – offer ideas and reasoned opinions on the subject under discussion, not paraphrased content out of the book or article. For this reason:

- write straightforward discursive text, with correct grammar and spelling – while I value creative writing, the goal here is to present your analysis and interpretation of the subject;

- do not express an opinion without citing the evidence backing it up, otherwise it is meaningless – your ideas and opinions are reflected in how you address the material, not by simply stating “I think...”; and

- to foreground the evidence you present, please write in the third person.

After comparing the class essays, I will score each one on several qualities, each with a maximum possible point total:

- quality and originality of answer, logic and thoroughness of discussion/presentation, word count, and accuracy of grammar and spelling: 10 points;

- inclusion of direct quotes and other information from the relevant textbook chapter in your discussion (and bibliography): 3 points;

- inclusion of direct quotes and other information from the relevant article/video in your discussion (and bibliography): 4 points; and

- inclusion of direct quotes and/or information from external sources (e.g., websites) in your discussion (and bibliography): 3 points (Wikipedia - or similar sites that collect data from other sources – is not a valid primary source).

Feedback and grades will be returned within one to two weeks after the deadline. Consult the Grades section of the course and find the relevant essay number (Essay #1 through #7).

Evaluation Summary

Points for participation and assignments as follows: 1) two internet activities = 7% of the course total; 2) two quizzes = 21.5%; 3) six online class discussions = 21.5%; and 4) seven research essays = 50%. Feedback and grades will be returned within one-two weeks after the submission deadline.

Grading Scale (points): A = 280-252; B = 251-224; C = 223-196; D = 195-168; F = 167-0
Grading Scale (percentage): A = 100-90%; B = 89-80%; C = 79-70%; D = 69-60%; F = less than 60%.

Course Evaluation Policies

I do not accept late submissions. If your request is due to extenuating circumstances which are medically related, you will be required to submit supporting documentation.

I do not offer Extra Credit in any form
## Typical Week:

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Start of week. Reading assignments given. On-line discussion topic assigned and forum opened.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Open for independent work and discussion</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Open for independent work and discussion</td>
</tr>
<tr>
<td>Thursday</td>
<td>Respond to initial On-line discussion posting</td>
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<tr>
<td>Friday</td>
<td>Open for independent work and discussion</td>
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<tr>
<td>Saturday</td>
<td>Open for work</td>
</tr>
<tr>
<td>Sunday</td>
<td>All weekly assignments due by 11:59 CT Sunday night</td>
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</tbody>
</table>

## Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Discussion/Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>Introduction - Collective Events and Social Life</td>
<td>Ch.1</td>
<td>Introduce yourself Internet Activity 1 Assigned</td>
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<tr>
<td>January 7-13</td>
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<tr>
<td>Week Two</td>
<td>Perspectives on Collective Behavior and Action</td>
<td>Ch.2</td>
<td>Online Discussion 1</td>
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<td>January 14-20</td>
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<tr>
<td>Week Three</td>
<td>Theories on Collective Behavior</td>
<td>Articles 1-3</td>
<td>Essay 1 Due</td>
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<tr>
<td>January 21-28</td>
<td></td>
<td></td>
<td>Compare at least two theories</td>
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<tr>
<td>Week Four</td>
<td>Studying Collective Behavior and Collective Action</td>
<td>Ch.3 Video</td>
<td>Essay 2 Due</td>
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<tr>
<td>Jan 28-Feb 3</td>
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<td>Watch Triumph of the Will</td>
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<tr>
<td>Week Five</td>
<td>Rumor and Communication</td>
<td>Ch.4 Article 4</td>
<td>Online Discussion 2</td>
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<tr>
<td>Feb. 4-10</td>
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<td></td>
<td>Include material from Buckner article</td>
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<tr>
<td>Week Six</td>
<td>Mass Hysteria</td>
<td>Ch. 5 Article 5</td>
<td>Essay 3 Due</td>
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<tr>
<td>Feb. 11-17</td>
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<td>Hillsborough or Who concert</td>
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<tr>
<td>Week Seven</td>
<td>Individuals and Disasters</td>
<td>Ch. 10 Article 6</td>
<td>Essay 4 Assigned</td>
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<tr>
<td>Feb. 18-24</td>
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<td>Katrina or Mexico Earthquake</td>
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<td>Week Eight</td>
<td>Organizations, Communities, And Societies in Disaster</td>
<td>Ch.11</td>
<td>Midterm Exam (Feb. 25 - March 3) Essay 4 Due</td>
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<td>Feb. 25-March 3</td>
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<tr>
<td>Week Nine</td>
<td>Spring Break</td>
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<td>March 4-10</td>
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<tr>
<td>Week Ten</td>
<td>Fads and Fashion</td>
<td>Ch.7 Article 7</td>
<td>Online Discussion 3</td>
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<td>March 11-17</td>
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<td>Include material from Streaking article Internet Activity 1 Due</td>
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<tr>
<td>Week Eleven</td>
<td>Individuals and Riots</td>
<td>Ch. 12</td>
<td>Online Discussion 4 (Vancouver riots clip)</td>
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<td>March 18-24</td>
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<tr>
<td>Week Twelve</td>
<td>Organizational...Responses to Riots</td>
<td>Ch. 13 Article 8</td>
<td>Essay 5 Due</td>
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<tr>
<td>March 25-31</td>
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<td>LA Riots</td>
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<tr>
<td>Week Thirteen</td>
<td>Protest</td>
<td>Ch.14 Article 9</td>
<td>Online Discussion 5</td>
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<td>April 1-7</td>
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<td>Include material from Solidarity article</td>
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<tr>
<td>Week Fourteen</td>
<td>Social Movements as Collective Behavior</td>
<td>Ch. 15 Video</td>
<td>Essay 6 Due</td>
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<tr>
<td>April 8-14</td>
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<td>Watch Berkeley in the 60’s</td>
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<tr>
<td>Week Fifteen</td>
<td>Social Movements as Collective Action</td>
<td>Ch. 16</td>
<td>Online Discussion 6</td>
</tr>
<tr>
<td>April 15-21</td>
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<td></td>
<td>Internet Activity 2 Due</td>
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<tr>
<td>Week Sixteen</td>
<td>Agency and Human Behavior</td>
<td>Agency Articles 10-11</td>
<td>Essay 7 Due</td>
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<tr>
<td>April 22-28</td>
<td></td>
<td></td>
<td>(compare agency &amp; other theory) Final Exam (open April 22-29)</td>
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</tbody>
</table>
Contacting the Instructor
If you may have questions or concerns, you can contact me by my USD email address or the course email (not the course pager): Stephanie.spars@usd.edu. I will be happy to respond and will do so within a reasonable time (from instantly to around 48 hours, depending on my schedule and my proximity to a computer).

Study Suggestions
How can you successfully complete this course? The following guidelines will help you achieve your goals.

Read your syllabus. The lesson introduction and reading assignment are your “lecture” for a lesson. I suggest reading the introduction twice, before beginning your assignment and then once again after reading the chapter to help clarify key points.

Read each text assignment carefully. Many students find it helpful to take notes as they read and reread their assignments. In these notes, include any points that are unclear or about which you have questions. If you cannot find the answers to these questions, feel free to e-mail me.

Refer to outside sources to supplement your text and help you understand the course material – ideally, primary sources (that is, ideas or information from their original authors or sources contemporary with the time period you are studying, as you might find in a range of publications, from sociology journals and books to newspapers or magazines). This is important, as later, secondary sources, might misrepresent the original. With this caution in mind, you may also consult social histories, dictionaries, encyclopedias, and the World Wide Web. Note that websites that summarize information from other places, such as Wikipedia, Answer.com or digital versions of CliffsNotes, do not count as original sources.

Ask questions by e-mail. Since we will not be meeting each week as we would in a course taken in residence, I cannot see the puzzled look on your face when a concept is unclear. Please feel free to ask me to clarify anything you do not understand.

Technical Standards and Issues
To take the course successfully, you will need to use a computer with the appropriate technology to access D2L. Of course, if you are reading this now, you probably do! If you need other technological help, contact the ITS Help Desk at 877-269-6837, 605-658-6000, or through the HelpTicket system: https://apps.usd.edu/helpdesk/requests.

Please remember that it is up to you to sort out any technological problems, so I would advise you to test the system as soon as you sign up so that you are ready to go on the first day of the semester. Just to give you a sense of balance, please be aware that the D2L system is not perfect either (e.g., see suggestions on the D2L site about using a Firefox browser or if you have Internet Explorer 11+ on your computer, and comments about the server being either slow or down at certain times). So make sure in advance that you have the right computer and know the quirks of the system.

I also expect you to save and back up any files you create out of D2L for this course as you work on them. Your word processor will have several options for doing this. The simplest is to hit that little floppy disk icon (or other icon for saving a document) on your word processor now and again. You can
usually recover a document that you have saved at least once, but if you have not saved a version, it’s
gone (well, there are programs that will find data outside files on a hard drive)! We have all had the
horror of computer hang-ups, crashes and other glitches, and so you are forewarned – no ‘virtual
dog/cat ate my virtual homework’ excuses allowed.

University Course and Exam Policies

Examinations
There are two exams – a Midterm and a Final. They do not require a proctor/testing center or lockdown
browser.

Early Alert and Deficiency Grades
University policy requires instructors to submit Early Alert and Deficiency grades for students
performing at the D level or below in a course. A student will receive an Early Alert report if the student
has not completed the required postings by the Early Alert deadline. A student will receive a Deficiency
at midterm if the student has not completed the required postings and/or received a grade of D or less
on the midterm exam.

Instructor Initiated Drop
An Instructor Initiated Drop will take place if the student has not submitted required coursework as per
the syllabus schedule. A student may also be dropped by the instructor for plagiarism or cheating as per
College of Arts and Science policy.

Incomplete
The grade Incomplete (I) is given at the discretion of the instructor and only if arrangements are made
by the student with the instructor for completing the course before the last day of the semester. The
student must have completed all course requirements except for the final examination to be considered
for the grade of Incomplete. A student then must complete the course before the end of the next
semester or the grade automatically changes to F.

Course Evaluation
Students may be asked to evaluate the course using the institutional form as per the directives of the
University.

Other Course Policies
I do not accept late submissions. If your request is due to extenuating circumstances which are
medically related, you will be required to submit supporting documentation.

University’s Academic Dishonesty Statement
The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty
inimical to the objectives of higher education. The College supports the imposition of penalties on
students who engage in academic dishonesty, as defined in the “Conduct” section of the University of
South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33

https://www.usd.edu/policies/academics
No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- Given a zero for that assignment.
- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.
- Reported to the program which the student is majoring and that department may take additional action.
- Dropped from the course.
- Failed in the course.

Academic Dishonesty: acts of dishonesty, including, but not limited to, the following:

1. Cheating, which is defined as, but not limited to, the following:
   a. use or giving of any unauthorized assistance in taking quizzes, tests, or examination;
   b. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments: or
   c. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.

2. Plagiarism, which is defined as, but not limited to, the following:
   a. the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment consistent with the practices of the discipline;
   b. the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers of other academic materials.

3. Other forms of dishonesty relating to academic achievement, research results, or academically related public service.

4. Furnishing information known or believed to be false to any institutional official, faculty member, or officer.

5. Forgery, fabrication, alteration, misrepresentation, or misuse of any document, record, or instrument of identification, including misrepresentations of degrees awarded or honors received.

6. Tampering with the election of any institutionally recognized student organization.

7. Claiming to represent or act in behalf of the institution when not authorized to represent or to act.

Goals of the South Dakota System General Education Requirements

This class fulfills the following Goals of the South Dakota System General Education Requirements:
GOAL #3: Students will understand the organization, potential, and diversity of the human community through study of the social sciences.
1. Identify and explain basic concepts, terminology and theories of forensic science from different spatial, temporal, cultural and/or institutional contexts
   - Bi-Weekly discussions, weekly readings, 2 internet activities, 2 multiple choice exams and 7 essays

2. Apply selected social science concepts and theories to contemporary or historical issues from different behavioral, cultural, institutional, temporal, or spatial contexts
   - Bi-Weekly discussions, weekly readings, 2 internet activities, 2 multiple choice exams and 7 essays

3. Identify and explain the social or aesthetic values of different cultures or societies in contemporary or historical contexts using social science methods and concepts.
   - Bi-Weekly discussions, weekly readings, 2 internet activities, 2 multiple choice exams and 7 essays

In addition, as a result of taking courses meeting this goal, students will be able to demonstrate a basic understanding of the following Learning Outcome:

5. The allocation of human or natural resources within societies
   - Bi-Weekly discussions, weekly readings, 2 internet activities, 2 multiple choice exams and 7 essays

6. The impact of diverse philosophical, ethical or religious views
   - Bi-Weekly discussions, weekly readings, 2 internet activities, 2 multiple choice exams and 7 essays

**Freedom in Learning**
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college that offers the class to initiate a review of the evaluation.

**Disability Accommodation**
Any student who feels xxx may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605)677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu

**Diversity and Inclusive Excellence**
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.

The Division of Continuing & Distance Education (USD Online) has the following student support services: https://www.usd.edu/online

For information about the university's technical, academic, and student support services, as well as how to take advantages of these services, please refer to the Online Student Handbook (see below). This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies.

USD Online also offers a comprehensive guide and other guides/aids to the many student services available to distance learners: https://www.usd.edu/-/media/files/usd-online/online-orientation-guide.ashx?la=en

To access the course: https://d2l.sdbor.edu/ or https://my.usd.edu/uPortal/f/welcome/normal/render.uP

Program Learning Outcomes: Sociology

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s)</th>
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<tbody>
<tr>
<td>1. <strong>Statistics and Sociological Statements</strong> - Students will understand how statistics can be used to reach solid sociological results/statements.</td>
<td>Bi-Weekly discussions, weekly readings, 2 internet activities, 2 multiple choice exams and 7 essays</td>
</tr>
<tr>
<td>2. <strong>Theoretical Schools of Sociology</strong> - Students will understand the major theoretical schools that have shaped Sociology.</td>
<td>Bi-Weekly discussions, weekly readings, 2 internet activities, 2 multiple choice exams and 7 essays</td>
</tr>
<tr>
<td>3. <strong>Inquiry and Analysis</strong> - Students will be able to systematically explore issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments, and break down complex topics or issues into parts to gain a better understanding of them.</td>
<td>Bi-Weekly discussions, weekly readings, 2 internet activities, 2 multiple choice exams and 7 essays</td>
</tr>
<tr>
<td>4. <strong>Critical and Creative Thinking</strong> - Students will comprehensively explore issues, ideas, artifacts and events before accepting or formulating an opinion or conclusion, and combine or synthesize existing ideas, images or expertise in original ways reflecting a high degree of innovation, divergent thinking, and risk taking.</td>
<td>Bi-Weekly discussions, weekly readings, 2 internet activities, 2 multiple choice exams and 7 essays</td>
</tr>
<tr>
<td>5. <strong>Information Literacy</strong> - Students will recognize when there is a need for information and identify, locate, evaluate and effectively and responsibly use and convey that information to address the need or problem at hand.</td>
<td>Bi-Weekly discussions, weekly readings, 2 internet activities, 2 multiple choice exams and 7 essays</td>
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<td>6. <strong>Intercultural Knowledge</strong> - Students will be able to demonstrate cognitive, effective, and behavioral skills that support effective and appropriate interaction in a variety of cultural contexts.</td>
<td>Bi-Weekly discussions, weekly readings, 2 internet activities, 2 multiple choice exams and 7 essays</td>
</tr>
<tr>
<td>7. <strong>Diversity, Inclusion and Equity</strong> - Students will</td>
<td>Bi-Weekly discussions, weekly readings, 2 internet activities,</td>
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<tr>
<td>intentionally engage with diversity in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions leading to opportunities for equal access to participation in educational and community programs for all members of society.</td>
<td>2 multiple choice exams and 7 essays</td>
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