

# Introduction to Sociology (SOCI 1301-3D1)

## INSTRUCTOR CONTACT INFORMATION

Instructor: Thadius A. Batiste, M.A.  
Email: [tabatiste@lit.edu](mailto:tabatiste@lit.edu)  
Phone: 409-247-0074  
Office Location: Technology Center  
Office Hours: MWF: 07:30 AM – 09:30 AM  
Mon 11:30 AM – 12:30 PM  
T/TR: 08:00 AM – 09:30 AM



**LAMAR INSTITUTE  
OF TECHNOLOGY**

## CREDIT

3 semester credit hours (3 hours lecture, 0 hours lab)

## MODE OF INSTRUCTION

Lecture

Exxon Petrochem Adv Tech Ctr (PATC) 00102

TR 09:30 AM – 10:45 AM

## PREREQUISITE/CO-REQUISITE:

Complete the Online Orientation and answer yes to 7+ questions on the Online Learner Self-Assessment: <http://www.lit.edu/depts/DistanceEd/OnlineOrientation/OOStep2.aspx>.

## Course Description

The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance.

## Course Objectives

Upon completion of this course, the student will be able to:

1. Compare and contrast the basic theoretical perspectives of sociology.
2. Identify the various methodological approaches to the collection and analysis of data in sociology.
3. Describe key concepts in sociology.
4. Describe the empirical findings of various subfields of sociology.
5. Explain the complex links between individual experiences and broader institutional forces.

**Core Objective**

1. **Critical Thinking:** To include creative thinking, innovation, inquiry and analysis, evaluation, and synthesis of information.
2. **Communication:** To include the effective development, interpretation, and expression of ideas through written, oral, and visual communication.
3. **Social Responsibility:** To include the intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

**Required Textbook and Materials**

1. Conerly, T. R., Holmes, K., & Tamang, A. L. (2021). *Introduction to Sociology 3e*. Houston, TX: OpenStax.  
<https://www.oercommons.org/courses/openstax-4/view>
2. Access to media/video files via YouTube, Netflix, Hulu, etc.
3. A laptop, computer, tablet, or iPad, and consistent and reliable internet access.

**Course Outline**

- I. Welcome to Sociology
  - a. Overview of Materials
  - b. Definitions and objectives
- II. An Introduction to Sociology in The Global Age
  - a. The Sociological Perspective or Imagination
    - i. The Changing Nature of the Social World – and Sociology.
    - ii. Thinking about and researching the Social World – classical sociological theory, theorist, and sociological research.
      1. Culture – Material and Nonmaterial
      2. Socialization and Interaction – The process of learning to be human
      3. Organizations, Societies, and The Global Domain – Groups in Society
- III. Social Groups and Social Problems in Society
  - a. Deviance and Crime – Shifting Definitions of Deviance.
  - b. Social Stratification in the United States and Globally – Rankings of Property, Power and Prestige
  - c. Race and Ethnicity – Recognizing Racism in Society
  - d. Gender and Sexuality – Gender Diversity, Femininities and Masculinities, Sexuality
- IV. Social Institutions
  - a. Families
  - b. Education and Religion
  - c. Politics and the Economy
  - d. The Body, Medicine, Health and Health Care
  - e. Population, Urbanization, and The Environment
- V. Social Change, Social Movements, and Collective Actions

**ASSESSMENT:**

- 1) **Exams & Quizzes:** Students will be assessed on their knowledge and understanding of the material through quizzes and examinations. **There are five quizzes and three exams** in this course, which consist of true or false and multiple-choice questions. Quizzes are worth 50 points, and exams are worth 100 points.
- 2) **Discussion Board:** Students will have **10 discussion posts** that they will be required to complete throughout the semester. Discussions board requirements in this course, consist of a minimum of 250 words, one in-text reference properly cited and listed after the discussion in APA format. **Please Note:** you must respond to two student discussions in complete sentences after making your initial post and you must cite your work in the initial post. All discussion posts are to be cited in proper APA format along with the listed reference(s). **(Wikipedia is NOT a valid source!). All assignments will be due by 11:59 PM on the due date.**
- 3) **Research Paper:** Students will write a two to three-page essay on their background history (upbringing, family history, culture, etc.), their current major/area of focus at LIT, and their career aspirations, in addition to describing the reason(s) as to why they chose the course. Regarding the research paper, I am looking for the following things in the paper: a description of your background (your cultural upbringing), your career goals and aspirations after completing your studies at LIT, and a description of how and why a sociology course such as this one is important in your career and life outside of LIT. When working on the paper, please think about the *sociological imagination* and how each person's sociological imagination differs from person to person, culturally, geographically, and from generation to generation. Questions you should ask yourself and answer when writing this paper include: Who raised you? Are you the oldest, middle child, or the youngest/only child? Were you adopted? What values were instilled in your household? Who planted the seed to pursue higher education? What is your major/area of focus? Where do you plan to work? What type of people do you anticipate working with? How will this course improve, modify, challenge and/or change your world view about the people and world around you? Please keep in mind that this assignment has a required minimum of two references and in-text citations. ALL of these sources MUST be cited properly in the paper and given proper credit. Proper citation of any and all utilized sources should align with the standards for citations and references from the 7<sup>th</sup> edition of the [APA Publication Manual](#), which should also include a separate "References Page". Students will receive a rubric outlining the criteria used to determine their grade.
- 4) **Extra Credit:** Extra credit assignments provide an opportunity to add points to student's overall total via projects assigned specifically by the professor. Assignments include but are not limited to typed summaries of journal articles relevant to class discussions, submitting a typed, one-page paper on a subject selected by the professor (social justice, discrimination, ageism, etc.) as it relates to the course, and/or other opportunities as they arise.

**ATTENDANCE POLICY**

Attendance in this course is strongly encouraged and necessary to be successful in any course. Since sociology is a shared learning experience better suited for groups, class discussions, online discussion boards, and additional assignments (if applicable), will make up a significant portion of one’s participation and attendance in the course.

**DROP POLICY**

If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified drop date as listed on the [Academic Calendar](#). If you stop coming to class and fail to drop the course, you will earn an “F” in the course.

**STUDENT EXPECTED TIME REQUIREMENT**

For every hour in class (or unit of credit), students should expect to spend at least two to three hours per week studying and completing assignments. For a 3-credit-hour class, students should prepare to allocate approximately six to nine hours per week outside of class in a 16- week session OR approximately twelve to eighteen hours in an 8-week session. Online/Hybrid students should expect to spend at least as much time in this course as in the traditional, face-to-face class.

**COURSE CALENDAR**

**SOCI 1301: Introduction to Sociology, Professor Thadius Batiste, Spring 2025**

DATE	TOPIC	READINGS (Due for the Week)	Discussion Board (Due on this Date by 11:59 PM)	ASSIGNMENTS (Due on this Date by 11:59 PM)
01/20-01/24	<b>Week One:</b> Introduction to Sociology	Chapter 1 <b>Martin Luther King Jr. Day (01/20/25)</b>		<b>Syllabus Quiz (01/24/25)</b>
01/27-01/31	<b>Week Two:</b> Sociological Research & Culture	Chapters 2 and 3	Discussion Board #1: Introduction <b>(01/30/25)</b>	<b>QUIZ #1 (01/31/25)</b>
02/03-02/07	<b>Week Three:</b>	Chapter 4	Discussion Board #2:	

	Society & Social Interaction		Culture <b>(02/06/25)</b>	
02/10-02/14	<b><u>Week Four:</u></b> Socialization	Chapter 5	Discussion Board #3: Socialization <b>(02/13/25)</b>	<b>EXAM #1 (02/15/25)</b>
02/17-02/21	<b><u>Week Five:</u></b> Groups & Organization	Chapter 6		
02/24-02/28	<b><u>Week Six:</u></b> Deviance, Crime, and Social Control	Chapter 7	Discussion Board #4: Deviance <b>(02/27/25)</b>	
03/03-03/07	<b><u>Week Seven:</u></b> Media & Technology	Chapter 8	Discussion Board #5: Media & Technology <b>(03/06/25)</b>	<b>QUIZ #2 (03/07/25)</b>
03/10-03/14	<b><u>Week Eight:</u></b> Social Stratification in the US & Global Inequality	Chapters 9 and 10 <b>Spring Break (03/10-03/14)</b>	Discussion Board #6: Stratification <b>(03/13/25)</b>	
03/17-03/21	<b><u>Week Nine:</u></b> Race & Ethnicity	Chapter 11	Discussion Board #7: Race and Ethnicity <b>(03/20/25)</b>	<b>EXAM #2 (MIDTERM) (03/22/25)</b>  <b>Sociology in Everyday Life Assignment</b>

				<b>(Homework) due (03/17/25)</b>
03/24-03/28	<b><u>Week Ten:</u></b> Gender, Sex, & Sexuality	Chapter 12 <b>Research Paper Presentations</b>	Discussion Board #8: Gender and Income Potential <b>(03/27/25)</b>	<b>Research Paper Due in Blackboard (03/24/25)</b>
03/31-04/04	<b><u>Week Eleven:</u></b> Aging & the Elderly	Chapter 13 <b>Research Paper Presentations (If Applicable)</b>		<b>QUIZ #3 (04/04/25)</b>
04/07-04/11	<b><u>Week Twelve:</u></b> Relationships, Marriage, & Family	Chapter 14 (Read Chapter 15 for Homework) <b>(Professional Development Day- No Class 4/10/25)</b>		<b>**LAST DAY TO DROP (04/10/25)**</b>
04/14-04/18	<b><u>Week Thirteen:</u></b> Education	Chapter 16 (Read Chapter 17 for Homework) <b>Good Friday (No Class 04/18)</b>	Discussion Board #9: Education <b>(04/17/25)</b>	<b>QUIZ #4 (04/18/25)</b> <b>* Registration for May Mini, Summer I and II and Fall Opens (04/16/25)*</b>
04/21-04/25	<b><u>Week Fourteen:</u></b> Work & the Economy	Chapter 18 (Read Chapter 19 for Homework)		
04/28-05/02	<b><u>Week Fifteen:</u></b>	Chapters 21 (Read Chapter 20 for homework!)	Discussion Board #10: Urbanization <b>(05/01/25)</b>	

	Social Movements & Social Change	<b>Begin Studying for the Final Exam</b>		
05/05-05/09	<b><u>FINAL EXAM WEEK!!</u></b>	<b>(LAST DAY OF CLASSES 05/07/25)</b>		<b>Exam #3 (FINAL EXAM) (05/10/25)</b>

**Course Evaluation**

Final grades will be calculated according to the following criteria:

- 1. Quizzes/ Exams 53%
- 2. Discussions 26%
- 3. Research Paper 21%

**Grade Scale**

- 90 – 100 A
- 80 – 89 B
- 70 – 79 C
- 60 – 69 D
- 0 – 59 F

LIT does not use +/- grading scales

**Course Policies**

- 1. No food, drinks, or use of tobacco products in class.
- 2. Cell phones, pagers, earbuds, and other electronic devices must be turned off placed at the lowest possible noise level (silenced) while in class.
- 3. Earbuds, headphones, beats should not be worn in class.
- 4. Children are not allowed in class.
- 5. If you wish to drop a course, the student is responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an ‘F’ in the course.
- 6. No late work. In the case of a documentable emergency beyond the student’s control, make-up work may be accepted solely at the professor’s discretion.

7. Discussion board assignments will have a courtesy of up to two days beyond listed due date to post assignments without penalty.
8. All assignments must be completed and submitted as a Microsoft Word document. I am unable to open Google Docs or other file formats; therefore, they will not be accepted.
9. Make up work for quizzes, exams, additional assignments, and extra credit are solely at the discretion of the professor.

### **ACADEMIC DISHONESTY**

Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at <http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty>.

### **TECHNICAL REQUIREMENTS**

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum-computer-requirements>. A functional broadband internet connection, such as DSL, cable, or Wi-Fi is necessary to maximize the use of online technology and resources.

### **DISABILITIES STATEMENT**

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email [specialpopulations@lit.edu](mailto:specialpopulations@lit.edu). You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

### **STUDENT CODE OF CONDUCT STATEMENT**

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at [www.lit.edu](http://www.lit.edu). Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

### **STARFISH**

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can



also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

### COMMUNICATION POLICIES

Emails will be returned as soon as possible during regular working hours, typically within 48 hours. **Please note that I do not check emails on weekends or after office hours.** When emailing, **include your name, course, and section number (e.g., SOCI 1301. 3D1)** and use proper email etiquette. **I will not respond to emails from personal accounts** due to FERPA guidelines or to emails that are demanding or disrespectful. While voice messages may be left on my office phone, **email is the preferred method of communication** for timely responses. Assignments must be submitted by the due date unless a valid excuse is provided and approved in advance. Participation is required and includes discussion board assignments, in-class discussions, group activities, and research. Always maintain proper etiquette when interacting with classmates in discussion boards to foster a respectful and productive environment. **Before emailing, please review the syllabus and class announcements** to ensure your question has not already been addressed. For urgent matters, consider speaking with me during office hours or before or after class. **Adhering to these guidelines will help ensure clear and effective communication.**

### CLASS ETIQUETTE POLICY

Respect and professionalism are crucial in this course. All interactions, whether with the instructor or other students, should reflect courtesy and mutual respect. This includes maintaining professionalism when sending emails. There may be opportunities where we discuss current governmental decisions, but **disrespectful behavior, intolerance, or judgment will not be tolerated.** We are here to learn, not to judge. We must respect each other's opinions, even if we disagree. **Discriminatory or harassing comments** based on **race, gender, religion, or sex** are strictly prohibited.

The instructor has full discretion when addressing disruptive or intolerant behavior. Consequences can range from a **verbal warning** to an **administrative drop** from the course. Any student deemed disruptive will be reported to the **department chair**. If a student engages in **extreme behavior** or makes **threatening comments**, they will be immediately reported to **administration and security personnel**. Let's maintain a positive and respectful environment for all.

### LATE WORK POLICY

Timely submission of assignments is essential for success in this course. **Late work will not be accepted except in cases of documented emergencies or extenuating circumstances approved by the instructor.** All assignments must be submitted by the stated deadline in the syllabus or as announced in class. **Late submissions will not be graded unless prior arrangements have been made or an emergency has been promptly communicated and documented.** **Technical difficulties**, such as computer crashes or internet issues, are not

considered valid reasons for late work. It is your responsibility to plan accordingly and allow extra time for unforeseen challenges.

In cases of illness or family emergencies, late work may be considered at the instructor's discretion, but it requires immediate communication with the instructor and appropriate documentation, such as a doctor's note. For late work submissions, a **10-point penalty will be applied to all assignments submitted after the five-day grace period**. Any work submitted more than five days after the original deadline will receive a grade of **zero**. Please note that late assignments may take longer to grade, and feedback may be delayed as a result. **It is crucial that all sources used in your assignments are properly cited in APA format**, including references to textbooks, articles, and online resources. **Failure to provide appropriate citations or references will result in a loss of points and may lead to academic integrity concerns**. Ensure that you list all references used in your work to maintain proper academic standards.

**NOTE:** To avoid losing points, manage your time effectively, communicate any potential issues with me before the deadline, and submit your assignments early to account for possible technical difficulties. **Assignments will only be accepted through Blackboard unless otherwise specified. Additionally, all assignments must be completed and submitted as a Microsoft Word document.** Following these practices will help ensure a smooth and successful course experience.

### **STUDENT CONCERNS AND COMPLAINT RESOLUTION**

If you have any concerns or complaints during this course, please follow the chain of command outlined below to ensure your issue is addressed promptly and appropriately:

- 1) **Instructor:** Your first point of contact should be your instructor. They are available to discuss any issues related to the course content, assignments, or classroom environment. (If your instructor has not responded to your email in a timely manner, please proceed to send a complimentary email to follow up.
- 2) **Program Director/Lead Faculty:** If your concern is not resolved after speaking with your instructor, please contact their Program Director or Lead Faculty. They can provide additional support and mediation.
- 3) **Department Chair:** Should the issue remain unresolved, your complaint will be escalated to the Department Chair. The Chair's office is equipped to handle more serious or persistent issues.