



SOC 120: Society

Student Syllabus

Course Description

This course is an exploration of the fundamental human social reality. Drawn from basic sociological foundations and theories, this course develops the call for civic engagement that can transform the world people live in in light of Biblical moorings.

Course Introduction

SOC 120: Society examines society and its institutions through the lens of the historic sociological tradition to introduce students to a way of seeing the world through a social lens that comports with God's creational intention.

SOC 120 asks the questions: What causes a society and its institutions to flourish? Why is society organized in such a way that benefits many while significant groups of others struggle? Who is the human person, and how should society work so he or she may prosper? For all the students who take SOC 120, the hope is that they will more clearly see the importance of developing deep commitments to social life and that they will begin to discern some of the challenges that lie before them as they seek to be faithful to God's call upon their lives.

Course Outcomes

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

1. Develop a thoughtful and useful framework for understanding social life.
2. Argue that social life in its wholeness and in its parts can be developed for the common good and belongs to God.
3. Describe the relationship between individuals, institutions, and narratives in the creation and sustaining of societies.
4. Identify several foundational theorists of the sociological tradition.
5. Recognize more clearly the ways in which aspects of social life harm people and people groups and the ways in which aspects of social life may be agents of renewed health for people and people groups.
6. Contend specifically with race and poverty as societal challenges that call for a particularly Christian perspective and engagement toward flourishing.
7. Share about the city of Beaver Falls from a listening posture rooted in God's Kingdom.
8. Distinguish the principles of Christian Community Development.
9. Apply a localist vision of societal flourishing, committed to place, pace, and people.

10. Cultivate a commitment to live social life more faithfully.

Course Texts

Emerson, M. O., & Smith, C. (2000). *Divided by faith: Evangelical religion and the problem of race in America*. Oxford University Press.

ISBN-13: 978-0195147070

ISBN-10: 0195147073

Gerson, M., Summers, S., & Thompson, K. (2015). *Unleashing opportunity: Why escaping poverty requires a shared vision of justice*. Falls City Press.

ISBN-13: 978-0986405143

ISBN-10: 0986405140

Pampel, F. C. (2007). *Sociological lives and ideas: An introduction to the classical theorists* (2nd ed.).

Worth Publishers.

ISBN-13: 978-0716779155

ISBN-10: 0716779153

Textbook Disclaimer

The textbooks for this course were chosen because their primary content directly relates to the objectives of this course. At times, there may be items or issues that are not presented from a proper Christian worldview. As such, the textbooks do not represent an endorsement by Geneva College or the relevant academic department at Geneva College.

Archiving of Online Courses

In order to provide the best service and to eliminate bandwidth bottlenecks, online courses will be removed from Moodle according to a scheduled archiving process. Students will have access in Moodle to courses taken during the current academic year and one previous academic year. Once a course is removed from Moodle, students will no longer have access to their coursework for the archived course. In preparation for the archiving of online courses, students are advised to save copies of their papers and other important coursework offline on a personal computer or other file storage location. Geneva College is not responsible for student files once a course has been archived offline.

Learning and Physical Disabilities Policy

Geneva College values diversity and inclusion and recognizes disabilities as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive; ultimately leading to the success of our students in and beyond college. Therefore, Geneva College complies with the ADA as well as Section 504 of the Rehabilitation Act by affording reasonable accommodations to

qualified students with disabilities. Any student with a disability who needs academic accommodations should contact Geneva's Student Success Center (SSC) to arrange a confidential appointment with the Director of the SSC before or during the first week of classes. (Some accommodations may take time to put into place, so it is advised to request this appointment as early as possible.) Legally, no retroactive accommodations can be provided.

Accommodations for disabilities are available only as recommended by the SSC. For more details, visit Geneva's website, call 724-847-5005, or stop by the Student Success Center office. The SSC is located on the second floor of the Student Center. Students who have questions about their right to benefits or have grievances under these statutes should contact the Director of the SSC.

Geneva College also offers professional counseling services for students who are experiencing concerns with their overall mental health, either chronic or acute. These services are confidential and free of charge and are provided by Health and Counseling Services. Students can schedule an appointment through [MyGeneva](#) or by contacting Counseling Services at 724-847-4081.

The Grading System

The grading scale is A, B, C, D, and F. Geneva includes pluses (+) and minuses (-) in the determination of the grade point average (GPA). Grade points are assigned for each semester hour of credit earned according to the following system:

Letter Grade	Percentage	GPA	Explanation
A	93.00% - 100.00%	4.0	Excellent
A-	90.00% - 92.99%	3.7	
B+	87.00% - 89.99%	3.3	
B	83.00% - 86.99%	3.0	Good
B-	80.00% - 82.99%	2.7	
C+	77.00% - 79.99%	2.3	
C	73.00% - 76.99%	2.0	Satisfactory
C-	70.00% - 72.99%	1.7	
D+	67.00% - 69.99%	1.3	
D	63.00% - 66.99%	1.0	Less than Satisfactory
D-	60.00% - 62.99%	0.7	
F	< 60.00%	0.0	No Credit Given

Policy on Academic Honesty

Because honesty is expected in all college relationships, any form of cheating on exams or any plagiarism in formal written work is punishable by failure in the course. Repeated violations may result in expulsion from the college. Please read the Academic Integrity Policy in the College Catalog.

Students may appeal any disciplinary action by following the procedure laid out in the College's Policy on Academic Integrity.

Students are encouraged to visit www.plagiarism.org in order to clarify what constitutes plagiarism as well as a number of other academic standards. This website also provides directives as to how to avoid committing this act and how to properly cite academic sources.

Turnitin Policy

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism of such papers. Students must agree to the End User License Agreement (EULA) for Turnitin. Use of the Turnitin service is subject to the Usage Policy and Privacy Pledge posted on Turnitin.com.

Participation Policy

In the online environment, **participation is marked by the completion of an academic event in each session (week) of the course.** Academic events include, but are not limited to, submission of a class assignment, participation in class discussion forum, or completion of a quiz/exam.

If no academic event is completed within the first session (Week 1) of a course, the student will be administratively withdrawn from the course. Beyond the first session, if no academic event is completed for a class session, the student will be considered as having not participated in that week of class, which in some cases may result in zeros on the missed assignments and a half-letter grade deduction from the student's final course grade.

If a student does not complete an academic event for two consecutive sessions, the student will either be administratively withdrawn from the course or will receive a final course grade of F, depending on how much of the course has transpired at the time of the second week of nonparticipation. For more details, please review Geneva's Student Handbook ([Undergraduate](#) and [Graduate](#)).

Academic Grievance

For grievances related to grading and other course academic policies, the student should follow the published Academic Grievance Policy in the College Catalog.

Course Evaluation

Criteria	Points Breakdown	Points
Discussion Forums (8)	30 points each	240 points
Quizzes (3)	50 points each	150 points
Reflection Paper	One Submission	150 points
Beaver Falls Exploration Project	Beaver Falls Exploration Paper – 100 points Beaver Falls Exploration Presentation – 50 points	150 points
Total		690 points

Assignment Descriptions

Discussion Forums

Class participation is monitored by postings and responses in the discussion forum. Typically, class participation is composed of two parts:

- Part 1 – Requires you to go to your discussion forum and post a response to a question or prompt that is written in your syllabus by 11:55 pm (EST) Wednesday of your scheduled session week. Your instructor will generally respond to your post within 24 hours. Depending on the nature of the assignment, the instructor may have a follow up question for you, ask you for clarification or further details, or direct your conversation to someone else for rebuttal.
- Part 2 – Respond back to your instructor's post. In addition, post a response to at least two of your fellow classmates' postings, using 1 or 2 paragraphs. Your response should further the discussion (e.g., ask a question, provide further information or examples, or introduce a different opinion). In particular, one response to a classmate **MUST** be in the form of a question that seeks to further the conversation. Your question must be posed by 11:55 pm (EST) Friday of the scheduled session week so that your classmate has adequate time to answer it.

Likewise, if a question is posed to you by Friday night, you are also required to answer it.

Part 2 of these online activities (response to instructor, response to classmates' questions of you, and responses to your classmates) must be completed by 11:55 pm (EST) Saturday of each session.

Your posting and responses will be graded by your instructor.

Quizzes

During this course, there will be three quizzes that help students review and identify important facets of society. These quizzes will include multiple choice, short answer, and brief essay questions.

- Session 2 – Students will take an online quiz covering the sociological imagination and localism (50 points)
- Session 4 – Students will take an online quiz covering the contributions of several influential sociologists (50 points)
- Session 8 – Students will take an online quiz covering the connections between justice, community development, and the common good (50 points)

A study guide will be provided for each quiz, and students will be allowed to consult their texts and notes when taking online quizzes. However, quizzes will be timed, and students will need to have a working knowledge of the material before taking the quiz. There will simply not be enough time to “look up” every answer in your texts and materials.

If a student does not take a quiz by Saturday at 11:55 pm (EST) of the designated session week, they will not have an opportunity to make it up.

Reflection Paper

In Session 5, students will write a 3-page reflection paper on the book *Divided by Faith: Evangelical Religion and the Problem of Race in America*.

The content of this paper should be structured according to the following:

- **First page:** Describe and summarize what you think are the main themes of the book. Cite examples.
 - **Second page:** Choose one chapter and review the chapter’s two or three central issues.
 - **Third page:** Evaluate the book. What did you learn from the book? What did you find helpful or unhelpful? What was especially challenging for you and about what do you still have questions?
- NOTE: You are not required to answer all of these questions; they are simply examples of ways for you to evaluate the book.

In total, your paper should be 3 pages in length and adhere to typical APA style and formatting (double spacing, proper APA citations, etc.).

Students must submit their reflection paper by 11:55 pm (EST) Saturday Session 5.

Beaver Falls Exploration Project

In Session 7, each student will submit an exploration exercise in the form of a paper and an oral presentation that address the following:

- From what you have learned about Beaver Falls, choose one societal issue you would like to learn more about.
- Describe what you currently know about this issue in Beaver Falls.
- Identify a Beaver Falls community organization that you think would help you learn more about this issue. What about this organization communicates to you that they are already engaged in this issue?
- Write out a plan of exploration, imagining progress at each step:
 1. How would you go about contacting this organization and communicating your desire to listen and learn from them? What research would you do on this group before contacting them, and how would you research them?
 2. Assume you are able to spend an hour with this organization's leadership. List three questions you would ask them in order to learn more about the societal issue you are wanting to engage.
 3. Assume this organization wants you to 'get involved' with their work. Describe two possible ways you can imagine yourself being present in their work that would help you to learn both about the issue you are exploring and about how to engage the issue in a helpful way.
 4. Now, assume you have three friends who also want to 'get involved' with you so that they can 'save the city!' How would you begin to introduce your friends to the community with a listening/learning posture?

In total, the paper should be 2-3 pages in length (not including cover sheet and references page) and adhere to typical APA style and formatting (double spacing, proper APA citations, etc.).

The oral presentation should be a 5-7 minute summary of your paper in the form of an audio embedded PowerPoint presentation that will be uploaded to a forum in the Moodle classroom. Your fellow classmates and instructor will be able to view your presentation, ask questions, and make comments. If you need further instructions for recording your audio embedded PowerPoint, a tutorial will be available in your Moodle classroom.

After uploading your presentation, watch 5 of your classmates' presentations. Ask a question and give feedback to each of these 5 students' presentations. Feedback should be approximately 50 words and include opportunity for constructive feedback on the presentation's content, style, and delivery. This is not an opportunity to be critical, but to help each other to improve and develop skills in presenting.

Students must submit their audio embedded PowerPoint by 11:55 pm (EST) Wednesday Session 7.

Feedback on 5 classmates' presentations must occur by 11:55 pm (EST) Saturday Session 7.

Students must submit their paper by 11:55 pm (EST) Saturday Session 7.

Geneva College 2022