

Sociology 1010: Introduction to Sociology
Fall 2017, Section 004, class number 43002, 3 credits

Syllabus and Course Outline

Professor: Dr. Jennifer Givens

Class Meetings: Tuesdays and Thursdays 4:30-5:45 pm in Old Main Room 225

Office Hours: Tuesdays and Thursdays 3:30-4:30 and by appointment in Old Main 216E

Email: jennifer.givens@usu.edu

Required Text:

Conley, Dalton. 2017. *You May Ask Yourself: An Introduction to Thinking Like a Sociologist*. **5th ed.** Norton.

We are using the 5th edition; in order to access the book and online content you may:

Buy a hard copy of the book at the bookstore; it will come with a code that you will put into our class website in Canvas
OR you may purchase an electronic version of the book and online content. This option is \$35.

See the link in Canvas, or purchase here: <https://digital.wwnorton.com/youmayask5>

Course Description:

Sociology is the study of society. This includes how it develops, how it is structured, and how it works or does not work so well, since sociology also includes a focus on social problems. Sociologists study social problems to gain a better understanding of them in order to work toward more effective “solutions,” or at least “ways forward.”

More detail: this course focuses on how society functions, is organized, and how it influences individual motivation, understanding, action, and well-being. Basic sociological ideas regarding social relations, social interaction, social structure, and social change are examined. Students are introduced to key issues addressed by contemporary sociologists; class, race, gender, sexuality, religion, globalization, education, health care, crime, the media, and the environment. The knowledge gained in this course will aid students in future studies within a variety of fields and careers, and encourage the development of critical thinking about important issues.

From the course catalog: Examination of social behavior of humans and social institutions. Theories and methods for studying society and social issues, along with insights from related disciplines. The class offers an introduction to the basic nature of society and the relationship between society and the individual.

Course Objectives:

1. Gaining factual knowledge (terminology, classifications, methods, trends).

2. Learning fundamental principles, generalizations, or theories.

3. Learning to apply course materials (to improve rational thinking, problem solving and decisions).

Upon successful completion of this course students will be able to:

- Explain what sociology is and why it is useful!
- Identify how the sociological perspective illuminates understanding.
- Discuss specific methods used and areas of study within sociology.
- Synthesize the local and global nature and impacts of social circumstances.
- Critically examine theoretical perspectives and be able to apply them to current issues and your own life.
- Evaluate ideas and debates using the sociological perspective.
- Become familiar with a variety of current sociological issues via class discussion and films.

Course Organization:

Class meetings will consist of lecture, discussion, and group work and activities. We will watch films and video clips. We may have one or more guest speakers. Outside of class you will: read the textbook, watch videos, and complete reading homework (before class) and participation assignments (after class); write two short papers; and take four exams; exams are not cumulative – see the schedule below to see how they are divided.

You will submit all assignments and tests via **Canvas**.

ALL ASSIGNMENTS MUST BE TURNED IN ON TIME; NO LATE WORK IS ACCEPTED.

Requirements and Grading:

20% - Preparation and Participation - Reading Homework (something to do before class)

Please come to class each day prepared and having read/engaged with the chapter and assigned videos. By 11:59 pm the day before our class meeting please post a description of and comment on one thing that you found interesting from the chapter assigned for that day, and why, AND one thing that was unclear/that you had a question about/or that you wanted to hear more about, and why. This should be just a few sentences to one paragraph in length. I will call on you to discuss these posts multiple times in the semester; this along with general class participation will make up your 20% participation and preparation grade. *(I will drop your 2 lowest grades to account for the potential for 2 unavoidable absences).*

Course Objectives: **1. Gaining factual knowledge (terminology, classifications, methods, trends). 2. Learning fundamental principles, generalizations, or theories.**

20% - Participation Responses from Class (something to do after class)

After each class, I may ask you to post a 1-paragraph response to a prompt to Canvas for grading. I use these to check for understanding and to learn about your thoughts on class material. I will announce these assignments in class but I will not always post them to Canvas. If you miss class please do not contact me but you may contact a friend in class to find out what you missed and if you can still complete the PR. These assignments are due via Canvas by 11:59 pm on the due date, which is the day they are announced. *(On these, I will also drop your 2 lowest grades).*

Course Objective: **3. Learning to apply course materials (to improve rational thinking, problem solving and decisions).**

20% - 2 Paper Assignments

You will complete 2 short paper assignments described at the end of the syllabus. These assignments give you a chance to apply some of the methods and concepts we are discussing in class to topics that interest you and to your own lives. All papers are weighted equally, 10% of your grade each. These assignments are due by 11:59 pm on the due date. **REMINDER: NO LATE WORK IS ACCEPTED IN THIS CLASS.**

Course Objective: **3. Learning to apply course materials (to improve rational thinking, problem solving and decisions).**

40% - Exams

You will take four multiple-choice exams during the semester, via Canvas, in the USU testing center. Exams will be on material from the textbook and lecture. You may bring a 3x5 notecard or 3x5 size piece of paper with notes on one or both sides into the exam; you will be required by the testing center to turn this in with your exam. All exams are weighted equally, 4 exams, 10% of your grade each. Exams are not cumulative.

Course Objectives: **1. Gaining factual knowledge (terminology, classifications, methods, trends). 2. Learning fundamental principles, generalizations, or theories.**

Optional reading preparation: Our textbook comes with many resources, all of which are accessible via Canvas with your purchase of the textbook (either hard copy or e-book). These include chapter outlines and an interactive tool called InQuizative developed by the makers of the textbook to help you with comprehension as you read each chapter. Use of these is not required, and they are not a substitute for reading the chapter, I simply draw your attention to them as tools to help you study, engage with the text, and prepare for exams.

Course Grading:

- A 100-93% • A- 92-90% • B+ 89-87% • B 86-83% • B- 82-80%
- C+ 79-77% • C 76-73% • C- 72-70% • D+ 69-67% • D 66-60% • F 59% and below

Academic Integrity – "The Honor System":

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize.

A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Acts of academic dishonesty include but are not limited to:

Cheating: (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually"; (2) depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.

Falsification: altering or fabricating any information or citation in an academic exercise or activity.

Plagiarism: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

If you do not clearly understand what plagiarism is or how to avoid it, research plagiarism online and then please see me during office hours.

The penalties for academic dishonesty are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Evidence of academic dishonesty in this course will result in assignment of an "F" for this course; I will also provide a full report to the Department Head for further departmental and University disciplinary action.

<https://studentconduct.usu.edu/studentcode/article5>

Students with Disabilities:

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

USU is committed to making sure that all students are able to access this course. Students who have, or suspect they may have, a disability that will require accommodations in this course should contact the Disability Resource Center (DRC) as early in the semester as possible (University Inn # 101, 435-797-2444, drc@usu.edu). The DRC will work with you and your instructor to arrange for accommodations.

<https://www.usu.edu/drc/>

Withdrawal Policy and "I" Grade Policy:

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

I will not give incomplete grades for students who fail to complete assignments or who wish to avoid an unsatisfactory course grade, so please be sure to get everything completed by the scheduled due dates.

NO LATE WORK IS ACCEPTED IN THIS CLASS...

In order to be successful in this class you will need to stay caught up on the reading, attend class, and submit all assignments on time, via Canvas. Active participation in class will also benefit your grade, your experience in the class, and the entire class's experience.

... HOWEVER, IF YOU DO EXPERIENCE ONE OF THE EXTENUATING CIRCUMSTANCES listed above, please let me know as soon as possible so we can discuss your options.

I am willing to work with all students in a manner that is FAIR, and I hope to see each of you succeed!

If you have questions or concerns about readings, lectures, or other matters that cannot be dealt with in the context of class discussions, please arrange to see me outside of the class period.

If you cannot see me during the scheduled office hours, I will be happy to make an appointment at some other convenient time; please email me and we can schedule a time to meet.

Extra Credit & Service Learning:

SOC 1010 is a service learning designated course. The service learning is optional. If you would like the S-L designation on your transcript, you have the option to participate in a designated and approved service learning opportunity for this class. MORE DETAILS TO FOLLOW.

The service learning is also the opportunity you have to earn extra credit. You can earn up to 3 extra credit points if you participate in the service learning and complete the written assignment.

In order to earn the S-L designation on your transcript and up to 3 points of extra credit you will need to:

1. Participate in the project (you are not required to help in any way in which you do not feel comfortable!)
2. Write up a 600 word (2-3 page) paper in which you:
 - a. describe your experience in detail
 - b. give an in-depth analysis of your experience using your sociological imagination using at least 5 concepts from class related to sociology
 - c. give your thoughts on the potential (and pitfalls?) of service learning; see the website for ideas:
<https://servicelearning.usu.edu/>

Sociology 1010 Course Outline/Reading List

1	Week 1 Tues	29-Aug	Syllabus, Canvas, the textbook, and...What is Sociology?
2	Thursday	31-Aug	Society is exciting and interesting and important!
3	Week 2 Tues	5-Sept	Ch. 1 (The Sociological Imagination: An Introduction)
4	Thursday	7-Sept	continued
5	Week 3 Tues	12-Sept	Ch. 2 (Methods) – Truth is Complicated panel 5-6:30
6	Thursday	14-Sept	discuss paper 1
7	Week 4 Tues	19-Sept	Ch. 3 (Culture and Media)
8	Thursday	21-Sept	Ch. 4 (Socialization and the Construction of Reality)
9	Week 5 Tues	26-Sept	Ch. 5 (Groups and Networks)
10	Thursday	28-Sept	EXAM 1: Ch. 1-4; no class; take Exam 1 at testing center Wed.-Fri.
11	Week 6 Tues	3-Oct	Ch. 6 (Social Control and Deviance)
12	Thursday	5-Oct	no in-class meeting (watch film online via Canvas)
13	Week 7 Tues	10-Oct	Ch. 7 (Stratification)
14	Thursday	12-Oct	Ch. 8 (Gender)
15	Week 8 Tues	17-Oct	Ch. 9 (Race)
	Thursday	19-Oct	no class, Friday schedule, USU fall break
16	Week 9 Tues	24-Oct	EXAM 2: Ch. 5-9; no class; take Exam 2 at testing center Mon.-Wed.
17	Thursday	26-Oct	Ch. 10 (Poverty)
18	Week 10 Tues	31-Oct	Ch. 11 (Health and Society)
19	Thursday	2-Nov	Ch. 12 (Family) ***Paper 1 due***
20	Week 11 Tues	7-Nov	Ch. 13 (Education)
21	Thursday	9-Nov	Ch. 14 (Capitalism and the Economy)
22	Week 12 Tues	14-Nov	EXAM 3: Ch. 10-13; no class; take Exam 3 at testing center Mon.-Wed.
23	Thursday	16-Nov	Ch. 15 (Authority and the State)
24	Week 13 Tues	21-Nov	Ch. 16 (Religion)
	Thursday	23-Nov	no class, Thanksgiving break
25	Week 14 Tues	28-Nov	Ch. 17 (Science, the Environment, and Society)
26	Thursday	30-Nov	Ch. 18 (Collective Action, Social Movements, and Social Change)
27	Week 15 Tues	5-Dec	no test week ***Paper 2 due***
28	Thursday	7-Dec	last class

Exam week: Dec 11th: no class; take final exam/exam 4 on Ch. 14-18 at testing center Mon.-Tuesday.

2 Paper Assignments for Introduction to Sociology

These papers are a chance to show you have met the three objectives of the course, gaining factual knowledge, learning fundamentals, and learning to apply these to improve thinking and decision-making.

Assignments are due by 11:59 pm on the date indicated on the syllabus.
Late assignments will not be graded. Papers may be turned in early!

Paper #1:

Length: 550-600 words (this is about 2 pages, typed, double spaced, 12-point font).

Choose a sociological topic that affects society in which you are interested.

(In class we will work on topic selection and finding and reading research articles.)

Find and read one research article on the topic in one of the top sociology journals listed below:

Annual Review of Sociology

American Sociological Review

Sociological Methods & Research

American Journal of Sociology

Rural Sociology

Social Science Research

Society and Natural Resources

Social Forces

Social Problems

You may also wish to just browse recent articles in these journals and choose one that is interesting.

YOU MUST SUBMIT A PDF OF THE ARTICLE WITH YOUR PAPER IN ORDER TO EARN CREDIT FOR THIS ASSIGNMENT.

In your introductory paragraph:

1. Identify the article title, authors, publication year, and the journal where it was published (make sure it is one of the journals listed above!)
2. Describe why you chose the topic, why it is important, how it is sociological, and your process of finding the article.

In your body paragraph(s) identify and describe the article's:

research question(s)

hypotheses tested (if they are testing hypotheses)

theories used (if they discuss theory)

methods used

main findings

conclusions of the paper

directions for further research that they identify (if they do)

In your conclusion paragraph:

Give your thoughts on the article, showing that you have gained factual knowledge, learned fundamentals, and can apply these to improve your thinking and decision-making.

Discuss how you originally chose the topic and how your views were shaped by the research that you found.

Discuss further questions you have, or more research that you think should be done.

How would you go about pursuing answers to your questions using sociological research methods?

Would you want to be the one to do this research someday? Why or why not?

Paper #2:

Write a short (550-800 words; 2-3 pages) autobiography wherein you highlight at least 6 sociological factors that have influenced your life. Note the main influences, but also think through each of the topics we have covered in class (see book chapter topics) and how context might have affected you in various ways and at various levels. Discuss which are most important, which are most obvious, which might be less obvious but are still important, etc. (These papers will not be discussed in class and only the professor will read them.) I hope that this paper will be an enjoyable and introspective experience for you!

In the introduction, introduce your paper and the 6+ factors.

In the body paragraphs, discuss each of the 6+ factors logically, accurately, and insightfully, using appropriate sociological terminology. Show that you have gained factual knowledge and understand fundamental principles, generalizations, or theories.

In the conclusion, demonstrate that you understand what the sociological perspective offers in term of understanding your own life and context. Make sure you answer the question, how has sociology helped you to gain insight into your own life and improve rational thinking, problem solving and decisions making?