

SOC 1001: Introduction to Sociology

4 credits

Tu/Th 5:30-8:00 p.m.

Blegen 250

Summer 2010

Instructor:

Shannon Golden

1074 Social Sciences

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Office hours: Tu/Th 2:00-3:00

or by appt.

Section 002 Lab Instructor:

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1046 Social Sciences

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Section 004 Lab Instructor:

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1067 Social Sciences

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or by appt.

Course Description and Goals:

This course is designed to introduce you to the study of society and what C. Wright Mills calls the “sociological imagination”: a way of viewing the events, relationships and social phenomena that shape our individual lives and much of our collective experience. Through the course we will examine some of the central concepts and problems that have preoccupied both classical and contemporary sociologists, and gain a sense of how the sociological imagination can illuminate the social forces that have a concrete impact on our everyday lives.

By the end of this course, the goal is that you will have developed your ability to recognize and study social problems using a sociological lens. This course will help you hone the analytical skills necessary to apply sociological concepts to a wide range of social situations, including your personal life experiences. Additionally, I hope class discussions and written assignments will improve your ability think critically and to articulate your thoughts about course material.

Class Format:

Class sessions will usually be a mixture of lecture and discussion or other in-class activities. This mixed-method approach will be designed to constantly engage with course material, focus on learning outcomes, and recognize the various ways in which people learn. Lectures will be concise and relevant, helping to outline new content or grasp difficult concepts. Other tools designed to facilitate learning will include large and small group discussions, active learning exercises, case studies, video and other multimedia, and written reactions. Such opportunities will allow you to work with fellow students and grapple with the material presented in lectures and readings on a deeper level, often applying concepts to your own life experiences. I am open to dialogue and feedback about what best helps you learn.

Accessibility:

I *want* to talk with you throughout the semester. Although I may be available if you drop by my office, it is best to make an appointment. Email is the best method to make an appointment. I'll keep Tuesdays and Thursdays from 2:00 to 3:00 p.m. open for drop-in appointments. Please see me if you are having a problem with some aspect of the course, but also remember that office hours are not only a time to address problems. I am eager to address questions you have, explore your ideas, brainstorm topics that interest you for your paper, or discuss future academic or professional goals. Your lab instructors are also available to meet with you throughout the course at their office hours or by appointment.

In addition to being able to access me or your lab instructor, you should also be able to utilize your fellow classmates as a resource throughout the semester. Please exchange names and email addresses with at least two other people:

Name: _____ Email: _____

Name: _____ Email: _____

Texts:

There are TWO required books for this course, available at the University Bookstore and from major online retailers, such as Amazon.com and Half.com.

TEXT: Ferrante, Joan. 2011. *Sociology: A Global Perspective*, 7th ed. Belmont, CA: Wadsworth. (ISBN: 9780840032041)

READER: Massey, Garth, ed. 2009. *Readings for Sociology*, 6th ed. W.W. Norton & Company. (ISBN: 9780393932447)

Overview of Requirements:

	<u>Weight</u>	<u>Due Dates</u>
<i>Participation (25%)</i>		
In-class exercises	20 pts.	Weekly
Quizzes	30 pts.	Periodically
<i>Writing (45%)</i>		
Media Reactions	30 pts.	One before July 8 th , one before August 3 rd
Reading Reaction	20 pts.	Date reading is assigned; last chance August 3 rd
Sociological Memoir	40 pts.	July 29 th
<i>Final Exam (30%)</i>	60 pts.	August 5 th
TOTAL POINTS FOR COURSE:	200 points	

Explanations of Requirements:

Generally, you can expect a B grade if you attend class regularly, participate, contribute good reactions and informal assignments, do reasonably well on the exam, and produce a sound formal paper. Especially insightful in-class participation, excellent written work, an engaging group project, and a thoughtful exam will increase your grade. Sloppy or late work, infrequent class attendance, or a noticeable lack of effort will result in a lower grade.

To receive a good grade on any requirement, you do not need to reproduce the answer that you think I may be expecting. Instead, you should demonstrate a good grasp of the readings and other materials and should advance a well-thought out, well-organized, and critical argument. Most importantly, you need to think for yourself and provide evidence to support your claims and arguments. If you have any questions or concerns about your grade, you should talk with me or your lab instructor.

In-Class Exercises and Quizzes will be used to make sure you are keeping up with the class material and coming to lectures and labs regularly. We won't take daily attendance, but will frequently have in-class exercises that will count towards your participation grade.

***A regular in-class exercise will be starting each lab session with a discussion of current events/images from a sociological perspective. You will be responsible to bring in an item to discuss with your classmates one time throughout the course. Your lab instructor will discuss the details of this exercise.

We will also have six quizzes throughout the course, but only five quizzes will be counted towards your grade. If you've been keeping up with the readings, the quizzes should not be difficult for you; you may use any notes you have taken to help you on the quizzes.

While there is no absolute requirement for attendance, **to receive full credit you will need to regularly attend class.**

Come to class prepared! There is a significant amount of reading because we have a lot of material to cover in a short period of time. Commit to do the readings carefully, make notes to yourself (which you can use on the quizzes!), and review your notes about the material. You will need to participate actively in class sessions. By engaging in activities and discussions, you will be able to learn from one another, develop your ability to clearly articulate your ideas, and build your confidence in speaking your opinions. Effort matters!

Media Reactions are expected twice throughout the semester. You'll need to **do one media reaction in Part I** and **one in Part II** (see course schedule). Your due date will be assigned by your lab instructor. Your reactions should focus on items you find in the popular media (or another context outside of class) that relate to our course material. These reactions should be about 1-2 double-spaced pages (also attach the item that you are analyzing). Be creative! News stories, movies, campus speakers, magazine articles, and civic organization meetings are just *some* examples of acceptable sources. In your media reactions, you should (1) describe the content of what you found and (2) relate the content to specific ideas from the course. Use your "sociological imagination" to analyze what you found.

The Reading Reaction is designed to help you explore a reading that is particularly interesting to you. Your reading reaction should be about 2-3 double-spaced pages, turned in **during the class session in which we discuss the reading**. The last opportunity to turn in your reading reaction is **August 3rd**. The format is as follows: (1) briefly summarize the reading, using no more than one paragraph; (2) discuss what aspects of the arguments you find particularly compelling or interesting and why; and (3) explore how ideas

from the reading relate to issues we covered in previous class periods or readings. The goal is to critically engage the reading on a deeper level.

The Sociological Memoir is an analysis of how your life (or some aspect of your life) has been shaped by the sociological concepts we have discussed. The paper should be **5 to 7 double-spaced pages** in length and is **due July 29th**. Detailed expectations will be distributed in class.

The Final Exam will consist of multiple choice, short answer, and essay questions testing your understanding of key concepts and your ability to apply the ideas discussed in class more broadly. Material covered will be taken from readings, lectures, and class activities. Grading, particularly on essays, will be based not only on the content, but also on your ability to form a complete and effective argument. The exam will be given during our last scheduled lecture session, **August 5th**.

Classroom Dialogue:

The issues we deal with in this course may be controversial and you may be exposed to arguments you do not agree with in the readings, discussions, class activities, or lectures. You are encouraged to voice your opinions about these issues, but I also expect you to support your opinions with evidence. Together, we need to create a comfortable environment by sharing ideas, observations, and questions *respectfully*; such an environment is only possible when instructors and students treat each other with mutual respect and listen without interruption. Therefore, we will not tolerate words or actions that result in hostility in the classroom. The following ideas help us create a positive atmosphere:

- We are all knowledgeable in different ways. We all have something to teach and something to learn.
- No one is to be blamed for the circumstances of their existence that have been beyond their control. We cannot be blamed for repeating misinformation we have learned in our social locations, but we can hold each other accountable to not repeat misinformation after we have learned otherwise.
- Learn to appreciate different personalities. Try to draw out those who are quieter than others, but respect people's comfort levels and learn to recognize active listening. Those who are more assertive should try to recognize and refrain from dominating the conversation.
- Everyone should be encouraged to rethink the assumptions and knowledge we bring into the classroom; approach learning with an open mind.
- Respect each person's experience, never demeaning or trivializing another's life experience.
- Each class is a learning community with a unique dynamic. We will welcome and thoughtfully consider critical feedback and constructive suggestions for change to enhance the classroom dynamic.

Policies:

No assignments will be accepted by email.

You are responsible for meeting course requirements. Keep track of your writing assignments, attendance, and media reactions, and be aware of all deadlines listed on the syllabus.

Late assignments will be graded down **1/3 of a grade for every day late**, except in cases of verifiably legitimate reasons. Such reasons include illness or other severe circumstances and ***must be communicated to the instructor before the assignment due date.***

If you must miss the exam because of illness or some other severe circumstance, you must contact me, either by email or phone, ***before the exam begins.***

Plagiarism and other forms of academic dishonesty will not be tolerated. Please see the College of Liberal Arts description or contact me if you are uncertain about the meaning of academic dishonesty. Depending on the severity of the offense, the consequence may range from failing the assignment to failing the course.

I will only give incompletes in extraordinary circumstances, and only with a written contract. Almost always, it will be better to submit a “work in progress” than to delay your academic progress by taking an incomplete.

It is University policy to provide flexible and individualized accommodations to students who have disabilities that may affect their ability to participate in the course or meet requirements. Please contact me to discuss any individual needs. The sooner you do, the better.

The Center for Writing (612-625-1893, 15 Nicholson Hall) offers individual consultations, including help with writing style and the development of paper topics. It also offers special resources to non-native speakers of English. The Center is able to refer you to other writing resources on campus as well. They have walk-in hours, or you can schedule a face-to-face or online appointment at <http://writing.umn.edu/sws/index.htm> .

The syllabus can be understood as a contract between us. I do, however, reserve the right to make minor changes in the course as I see necessary for the good of the class. I will do my best to maintain this original syllabus, and will make sure everyone is made aware of *any changes* in a timely and appropriate manner.

Course Calendar:

PART I

Thinking Sociologically: Laying the Foundation

WEEK 1

- June 15 (T) *What is Sociology?*
Course Introduction: syllabus, get to know each other, survey
- June 17 (Th) *The Sociological Imagination*
Read: Text Ch.1
Reader Ch.2 – from *The Sociological Imagination*, C. Wright Mills

WEEK 2

- June 22 (T) *Theory and Methods*
Read: Text Ch.2
Reader Ch.6 – “Telling the Truth about Damned Lies and Statistics”, Joel Best

June 24 (Th) *Culture*
Read: Text Ch.3
Reader Ch.9 – “McDonald’s in Hong Kong”, James L. Watson

WEEK 3

June 29 (T) *Socialization*
Read: Text Ch.4
Reader Ch.26 – “Concerted Cultivation and the Accomplishment of Natural Growth”, Annette Lareau

July 1 (Th) *Social Interaction*
Read: Text Ch. 5
Reader Ch.11 – “Code of the Street”, Elijah Anderson

WEEK 4

July 6 (T) *Deviance and Social Control*
Read: Text Ch. 7
Reader Ch. 32 – *From the Panopticon to Disney World*, Clifford D. Shearing and Phillip C. Stenning

July 8 (Th) *Stratification and Inequality*
Read: Text Ch. 8
Reader Ch. 31 – “Uses of the Underclass in America”, Herbert J. Gans
Mid-semester course evaluations

PART II

Analyzing Society: A Closer Look at Sociological Topics

WEEK 5

July 13 (T) *Race and Ethnicity*
Read: Text Ch. 9
Reader Ch. 18 – “My Secret Life as a Black Man”, Anthony Walton
Reader Ch. 21 – “Optional Ethnicities”, Mary C. Waters.

July 15 (Th) *Gender*
Read: Text Ch. 10
Reader Ch.10 – “A Look Behind the Veil”, Elizabeth W. Fernea and Robert A. Fernea

WEEK 6

July 20 (T) *Family*

****Bring two copies of your Sociological Memoir draft****

Read: Text Ch. 12

Reader Ch. 44 – “The Emotional Geography of Work and Family Life”, Arlie Russell Hochschild

July 22 (Th) *Religion*

Read: Text Ch. 14

Reader Ch. 46 – “Religious Community and American Individualism Robert N. Bellah et al.

WEEK 7

July 27 (T) *Population and Urbanization*

Read: Text Ch. 15

Reader Ch.20 – “Go North, Young Man”, Richard Rodriguez

Reader Ch.30 – from *When Work Disappears*, William Julius Wilson

July 29 (Th) *Social Change*

Sociological Memoir due in class

Read: Text Ch. 16

Reader: read EITHER ONE of these chapters

Ch.49 – “Grassroots Activism”, Mary Pardo

Ch.51 – “The Cuban Diet”, Bill McKibbin

WEEK 8

August 3 (T) *Sociology Beyond the University*

Read: Reader Ch.4 – “Public Sociologies”, Michael Burawoy

Review for exam, course evaluations

August 5 (Th) **Final exam**

COLLEGE OF LIBERAL ARTS POLICY

GRADES: University academic achievement is graded under two systems: A-F (with pluses and minuses) and S-N. Choice of grading system and course level (1xxx/3xxx/4xxx) is indicated on the registration website; changes in grade scale may not be made after the second week of the semester. Some courses may be taken under only one system; limitations are identified in the course listings. The Department of Sociology requires A-F registration in courses required for the major/minor. University regulations prescribe the grades that will be reported on your transcript.

- A Represents achievement that is outstanding relative to the level necessary to meet course requirements (4.00 grade points)
- A- 3.67 grade points
- B+ 3.33 grade points
- B Achievement significantly above the level necessary to meet course requirements (3.00 grade points)
- B- 2.67 grade points
- C+ 2.33 grade points
- C Achievement that meets the basic course requirements in every respect (2.00 grade points)
- C- 1.67 grade points
- D+ 1.33 grade points
- D Achievement worthy of credit even though it fails to meet fully the course requirements (1.00 grade point)
- F Performance that fails to meet the basic course requirements (0 grade points)
- S Represents achievement that is satisfactory, which is equivalent to a C- or better.
- N No credit. Its use is now restricted to students not earning an S on the S-N grade base
- I Incomplete, a temporary symbol assigned when the instructor has a "reasonable expectation" that you 1) can successfully complete unfinished work on your own no later than one year from the last day of classes and 2) believes that legitimate reasons exist to justify extending the deadline for course completion. The instructor may set date conditions for make-up work. If a course is not completed as prescribed or not made up as agreed within the year, the I will lapse to an F if registered on the A-F grade base or an N if registered on the S-N grade base.
- W Official withdrawal from a course after the end of the second week of the semester. You must file a course cancellation request before the end of the sixth week of the semester to ensure that the W, rather than the F, will be formerly entered on your record.

FINAL EXAMINATIONS (see schedule on the Calendar web site at <http://onestop.umn.edu/onestop/Calendars/FinalExams.html>): You are required to take final examinations at the scheduled times. Under certain circumstances, however, you may request final examination schedule adjustment in your college office. Instructors are obligated to schedule make-up examinations within the final examination period for students who have three final examinations within a 16-hour period. Instructors also are encouraged to reschedule examinations for students with religious objections to taking an examination on a given day. You must submit your request for an adjustment in your schedule at least two weeks before the examination period begins. For assistance in resolving conflicts, call the CLA Student Information Office at 625-2020. If you miss a final, an F or N is recorded. You must obtain the instructor's permission to make up the examination. Final examinations may be rescheduled by the instructor only through the official procedure for that purpose (as noted on the above web page). Final examinations may not be scheduled for the last day of class or earlier or for Study Day. If an examination is rescheduled at the instructor's request, and you have an examination conflict because of it, you are entitled to be given the final examination at an alternative time within the regularly scheduled examination period for that semester.

CLASS ATTENDANCE: As a CLA student, you are responsible for attending class and for ascertaining the particular attendance requirements for each class or department. You should also learn each instructor's policies concerning make-up of work for absences. Instructors and students may consult the CLA Classroom, Grading, and Examination Procedures Handbook for more information on these policies (<http://advisingtools.class.umn.edu/cgep/>).

COURSE PERFORMANCE AND GRADING: Instructors establish ground rules for their courses in conformity with their department policies and are expected to explain them at the first course meeting. This includes announcement of office hours and location, the kind of help to be expected from the instructor and teaching assistants, and tutorial services, if available. The instructor also describes the general nature of the course, the work expected, dates for examinations and paper submissions, and expectations for classroom participation and attendance. Instructors determine the standards for grading in their classes and will describe expectations, methods of evaluation, and factors that enter into grade determination. The special conditions under which an incomplete (I) might be awarded also should be established. The college does not permit you to submit extra work to raise your grade unless all students in the class are afforded the same opportunity.

CLASSROOM BEHAVIOR: You are entitled to a good learning environment in the classroom. Students whose behavior is disruptive either to the instructor or to other students will be asked to leave (the policies regarding student conduct are outlined in the CLA Classroom, Grading, and Examination Procedures Handbook on-line at <http://advisingtools.class.umn.edu/cgep/>).

SCHOLASTIC CONDUCT: The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. Scholastic dishonesty includes, but is not limited to, the description above. It could also be said that scholastic dishonesty is any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student's own work. Also included would be cheating on assignments or examinations, inventing or falsifying research or other findings with the intent to deceive, submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another's work. Should misconduct arise, the college's Scholastic Conduct Committee in cooperation with the Office of Student Academic Integrity/Student Judicial Affairs (OSAI/SJA) assists instructors in resolving cases, reviews cases in which students believe themselves unfairly treated, and checks for multiple offenses in different courses. Faculty members who suspect students of scholastic misconduct must report the matter to OSAI/SJA. **Students cannot evade (intentionally or unintentionally) a grade sanction by withdrawing from a course before or after the misconduct charge is reported. This also applies to late withdrawals, including discretionary late cancellation (also known as the "one-time-only drop").**

**A REMINDER OF RELEVANT POLICIES AND PROCEDURES
* SOCIOLOGY DEPARTMENT POLICIES ***

GRADE INFORMATION: Grades are due in the Office the Registrar within 3 business days after the final examination. No information regarding grades will be released by the department office staff to anyone except designated personnel in Records and college offices. Students may access their own grades through their computer account. They may do this by following the directions on the One Stop web site at <http://onestop.umn.edu/>.

INCOMPLETES: It is the instructor's responsibility to specify conditions under which an Incomplete (I) grade is assigned. Students should refer to the course syllabus and talk with the instructor as early as possible if they anticipate not completing the course work. Coursework submitted after the final examination will generally be evaluated down unless prior arrangements are made in writing by the instructor. University policy states that if completion of the work requires the student to attend class in substantial part a second time, assigning an "I" grade is NOT appropriate. Incompletes are appropriate only if the student can make up the coursework independently with the same professor.

MAKE-UP EXAMINATIONS: Arrangements for special examinations must be made directly with the instructor who taught the course and who is responsible for approving and supervising the examination or making individual arrangements. Circumstances for missing an exam include, but are not necessarily limited to: verified illness, participation in athletic events or other group activities sponsored by the University, serious family emergencies, subpoenas, jury duty, military service, and religious observances. It is the responsibility of the student to notify faculty members of such circumstances as far in advance as possible.

GRADE CHANGES: Grades properly arrived at are not subject to renegotiation unless all students in the class have similar opportunities. Students have the right to check for possible clerical errors in the assignment of grades by checking with the instructor and/or teaching assistant. Students with justifiable complaints about grades or classroom procedures have recourse through well-established grievance procedures. You are expected to confer first with the course instructor. If no satisfactory solution is reached, the complaint should be presented in writing to the department associate chair and/or the department academic advisor (909 Soc Sci). If these informal processes fail to reach a satisfactory resolution, other formal procedures for hearing and appeal can be invoked. See the departmental advisor in 923 Social Sciences to explore options.

DISABILITY SERVICES: Students with disabilities that affect their ability to participate fully in class or to meet all course requirements are encouraged to bring this to the attention of the instructor so that appropriate accommodations can be arranged. For more info contact Disabilities Services in 230 McNamara.

SEXUAL HARASSMENT: University policy prohibits sexual harassment as defined in the December 1998 policy statement, available at the Office of Equal Opportunity and Affirmative Action. Questions or concerns about sexual harassment should be directed to this office in 419 Morrill Hall.

SOCIOLOGY PROGRAMS INFORMATION: The Sociology Department offers two options for the Bachelor of Arts degree and a Bachelor of Science degree. We also have an Honors Program. Students interested in majoring in Sociology should attend an information meeting about the major. Meetings are held about once a week. Sign up for a meeting in 909 Social Sciences. Further information can be obtained from the following persons and offices:

General information, Sociology Department, 909 Social Sciences - 624-4300

Undergraduate Advisor, Ann Rausch, 923 Social Sciences – 624-6013

Director of Undergraduate Studies, Professor Rob Warren, 1172 Social Sciences - 624-2310

Sociology Honors Advisor, Professor Joachim Savelsberg, 1181 Social Sciences - 624-0273

Director of Graduate Studies, Professor Penny Edgell, 1039 Social Sciences – 624-9828 and/or

Graduate Program Associate, Robert Fox, 931 Social Sciences - 624-2093