



University of Wisconsin
Stevens Point

STEVENS POINT • MARSHFIELD • WAUSAU

SOC 101: Introduction to Sociology (3cr.)

Spring 2023

Instructor: Dr. Ann Herda-Rapp

Contact info:

aherdara@uwsp.edu

304 North Hall (Wausau office)

B327 Science Building (Stevens Point office)

Course meeting times, days, section numbers, locations:

2:00-3:15 MW, sect. 02, room D101, Science Building (SCI), Stevens Point campus

Office hours:

3:30-4:15 Mon., Stevens Point office or by Zoom

2:00-3:00 Tues., Wausau office or by Zoom

12:30-1:45 Wed., Stevens Point office or by Zoom

8:15-9:15 Thurs., Wausau office or by Zoom

or by appointment

Course Description

[From the UWSP course catalog] Sociology as special field of social science, social relations, and social systems; the organization of societies and other human groupings; fundamentals of sociological investigation, dealing with the underlying premises, concepts, logic, and methods of sociology. General Education Designations: Bachelor: SS, USD; Associate: DUS, HC.

Course Learning Outcomes

This course fulfills the requirement for “Social Sciences” (SS) and “U.S. Diversity” (USD) in the UWSP General Education Program (GEP), with course-specific student learning outcomes. Upon successful completion of this course, students will be able to:

- Describe major concepts used by sociologists to investigate human behaviors and social phenomena, including theory, social interaction, social organization, and social inequality (SS LO1)
- Examine and explain how social, cultural, or political institutions influence individuals or groups. (SS LO2)
- Analyze the diversity of human groupings based on race/ethnicity, gender, class, national origin, religion, family status, etc. (USD LO1)
- Evaluate the various kinds of inequality, discrimination, and marginalization in human society. (USD LO2)
- Demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States. (USD LO3)
- Apply critical thinking skills to examine and evaluate various aspects of social phenomena as you construct written and oral analyses of current events, media, and social norms. (GEP)

In addition, I have the following goals for students' learning. By the end of the course, students will:

- Develop their “sociological imagination” and use it to explore the influence of social structure and agency on our norms and our everyday lives.
- Understand how the social world and perceptions of it are socially constructed through everyday actions and the institutions of our lives.

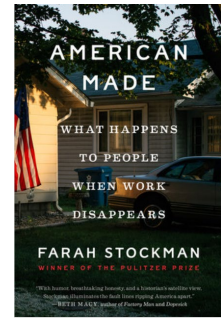
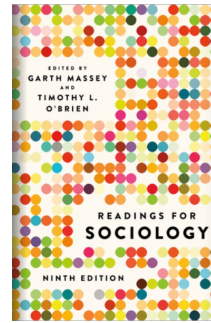
Required Texts and Other Readings

The following books are required reading for this course.

Massey, Garth and Timothy O'Brien, eds. 2019. *Readings for Sociology*, 9th Edition. NY: W.W. Norton.

Stockman, Farah. 2021. *American Made: What Happens to People When Work Disappears*. NY: Random House.

*Additional required readings will be posted in Canvas.



Course Requirements / Graded Material

See the Course Schedule and Organization (pgs. 5-6) for all due dates.

Total course points = 304 pts.

- **Exams** – 204 total points
Three in-class exams will be administered during the semester. Each will consist of multiple-choice questions and an essay question. Each exam will require students to draw from their lecture outlines, course readings, and other posted course materials. Makeup exams are permitted only when proper written documentation – such as a doctor/coach/supervisor’s note, a subpoena, etc. – can be provided. A simple self-narration of an emergency or a special occasion, whether in oral or written form, cannot be accepted as proper documentation.
 - **Exam 1** = 40 pts.
This exam, administered early in the term, will consist of one multi-part essay question (worth 24 points) and 8 multiple-choice questions (each worth 2 points, for a total of 16 points). It will cover Topic 1, Core Assumptions of Sociology, only.
 - **Exam 2** = 82 pts.
This exam will include Topics 2 (Sociological Perspectives), 3 (Culture, Socialization and Identity), 4 (Deviance), and 5 (Social Stratification and Social Class). It will also include questions drawing from *American Made*. It will consist of one multi-part essay question (30 points) and 26 multiple-choice questions (each worth 2 points, for a total of 52 points).
 - **Exam 3** = 82 pts.
This exam, administered during the final exam period, will include Topic 1 (Core Assumptions of Sociology) and Topics 6 (Race and Ethnicity), 7 (Economy, Work and Globalization), 8 (Education) and 9 (Family). It will consist of one multi-part essay question (worth 30 points) and 26 multiple-choice questions (each worth 2 points, for a total of 52 points).
- **Structure and Agency Essay** = 75 pts.
You will write a 4-5 page (approximately 1800 words) essay that draws upon *American Made*. The essay assignment focuses on how our experiences with the economy and work (and other elements of life in society) are shaped by both the social structure and agency. A full description of the assignment can be found in Canvas (see “Assignments”).
- **In-Class Assignments** – 25 total points
There will be a series of 5 unannounced in-class assignments, each worth 5 points, spread randomly over the semester. Most of these assignments will be a quiz, short-answer, or group participation. Typically, these in-class assignments will be related to the day’s or the previous day’s lecture, readings, and/or video. An in-class assignment may take place at any time during a class period (i.e., the beginning, middle, or end). Missed in-class assignments may not be made up.

Grade Scale

All grades will be recorded in Canvas. Final course grades will be based on total points earned and break down to these cut points:

Letter grade	Percentage	Total points earned
A	93-100%	283-304
A-	90-92.99%	274-282
B+	87-89.99%	265-273
B	83-86.99%	253-264
B-	80-82.99%	244-252
C+	77-79.99%	235-243
C	73-76.99%	222-234
C-	70-72.99%	213-221
D+	67-69.99%	204-212
D	63-66.99%	192-203
D-	60-62.99%	183-191
F	59.99% or lower	182 or fewer

Each assignment carries a specific point value from which a student could determine a letter grade for the purposes of knowing how they did on the assignment. For example, to earn 63 (which is 84%) of the 75 points available on the *Structure and Agency* Essay would be to earn a B. However, points (not letter grades) are what are entered into the gradebook and final grades are calculated based on total points earned in the course.

Course Organization and Schedule

Read the readings listed below **for the first date listed** for a given topic, unless otherwise noted. Come to class having read the assigned readings and fully prepared to discuss them. I suggest outlining each reading: detail the reading's main assertion and supporting points. And look ahead to the lecture outline associated with that topic and watch for any references to the reading assignments; this strategy will aid in knowing how and where to make connections.

This course is organized around Berger and Luckmann's notion that *we make the world and the world makes us*. The first part of the course will look at the micro level and ways in which individuals create the world they live in. The second part will look at the macro level and the way in which we are shaped by the institutions and structures of social life.

This schedule of readings and assignments is subject to change at the instructor's discretion.

Date	Topic	Assignment
1/23	Introduction to the course	Begin reading <i>American Made</i>
1/25, 1/30, 2/1	Topic 1 The Core Assumptions of Sociology: Understanding Structure and Agency	Read these chapters in <i>Readings for Sociology</i> : 2 (Mills) 28 (Dodson) 38 (Feagin and Parker) 46 (McPherson, Smith-Lovin, and Brashears) Read these other required readings (see Canvas): "Growing Up is Harder to Do" "Grassroots Activism" [Feb. 1 - the last day to drop a class without it appearing on transcripts.]
2/6	EXAM 1	On Topic 1 – See Canvas for Exam 1 study guide

2/8, 2/13	<u>Topic 2</u> Sociological Perspectives	[No topic readings; make some progress in <i>American Made</i>]
We make the world ...		
2/13, 2/15, 2/20, 2/22, 2/27	<u>Topic 3</u> The Hidden Influence of Structure: Culture, Socialization, and Identity	Read these chapters in <i>Readings for Sociology</i> : 11 (Anderson) 12 (Hostetler) 16 (Lareau) 18 (Bettie) Read these other required readings (see Canvas): "My Secret Life as a Black Man"
3/1, 3/6	<u>Topic 4</u> Structure, Power, and Deviance	Read these chapters in <i>Readings for Sociology</i> : 5 (Pager) Read these other required readings (see Canvas): "The Saints and the Roughnecks" "Being Sane in Insane Places"
... and the world makes us.		
3/6, 3/8, 3/13, 3/15	<u>Topic 5</u> Institutions that Structure our Lives: Social Stratification and Social Class	Read these chapters in <i>Readings for Sociology</i> : 24 (Stewart) 27 (Wilson) 31 (Gans) Read these other required readings (see Canvas): "Shadowy Lines that Still Divide" Finish reading <i>American Made</i> (Exam 2 will include questions on the book)
3/20- 3/24	Spring break – NO CLASS	
3/27	EXAM 2	On Topics 2-5 and American Made – See Canvas for Exam 2 study guide
3/29, 4/3, 4/5, 4/10	<u>Topic 6</u> Institutions that Structure our Lives: The Economy, Work, and Globalization	Read these chapters in <i>Readings for Sociology</i> : 36 (Ritzer) Read these other required readings (see Canvas): "A Dream Derailed" "Unreachable Jobs" "Hanging Tongues" [April 7 – the last day to drop a class (though the class still appears on your transcript as a Withdrawal).]
4/12, 4/17, 4/19, 4/24	<u>Topic 7</u> Institutions that Structure our Lives: Race and Ethnicity	Read these chapters in <i>Readings for Sociology</i> : 23 (Waters) Read these other required readings (see Canvas): "Love and Race Caught in the Public Eye" "Fences and Neighbors" "Beyond Black and White" Listen to Codeswitch podcast posted in Canvas Structure and Agency Essay due in Canvas by 11:59 p.m. on 4/19

4/26, 5/1, 5/3, 5/8	<u>Topic 8</u> Institutions that Structure our Lives: Education	Read these chapters in <i>Readings for Sociology</i> : [None assigned for this topic] Read these other required readings (see Canvas): “Still Separate, Still Unequal” “Social Class and the Hidden Curriculum...” “Is the Grass Greener on the Other Side of the Pacific” Listen to podcast posted in Canvas
5/10	<u>Topic 9</u> Institutions that Structure our Lives: Family	Read these chapters in <i>Readings for Sociology</i> : 40 (Coontz) 41 (Stack) Read these other required readings (see Canvas): “The Deinstitutionalization of American Marriage” “For Richer, for Smarter”
5/16	EXAM 3 - 12:30-2:30	On Topic 1 and Topics 6-9 – See Canvas for Exam 3 study guide

Canvas

All students will be required to use Canvas to do the following:

- To access required material, including...
 - The course syllabus
 - Assigned readings not included in the course texts
 - Lecture outlines for each topic. Students will bring lecture outlines to class for note-taking.
 - Links to videos and podcasts
 - Additional lecture materials
 - PowerPoint slides that correspond with each topic listed in the Course Organization and Schedule (except Topic 1 – The Core Assumptions of Sociology).
- To submit their *Structure and Agency* Essay
- To access grades

Paper Format

Structure and Agency Essays must be typed and will need to follow word count guidelines. In addition, it must use the prescribed citation format. See the assignment description in Canvas for more details.

Use of Technology

Any form of audio or video recording in the classroom is strictly prohibited. If a student has a legitimate need to record the instructor’s lecture in audio or video format, then the student shall obtain the pertinent accommodation authorization *AND* the instructor’s permission beforehand.

Class Participation

Students are encouraged to participate in class. Very often students are presented with discussion topics or other opportunities to contribute to the class, which is designed to help students connect what they have learned in the classroom and their lives as members of various communities. I value class discussion and interactive learning, and expect students to be actively involved.

Classroom Etiquette

The classroom is a learning environment and community, and as such, it is expected that students do their best to minimize disruptions – including cell phone and other non-course-related screen usage – that can distract from their learning and that of their peers. Students are expected to come to class on time and not to leave except in the case of emergency situations. *The instructor reserves the right to request a student to leave the classroom or have the security personnel remove the student from the classroom if the student behaves in a way that interferes with the academic or administrative functions of the class.*

Academic Integrity

Academic integrity is central to the mission of this institution. Academic dishonesty in any form, including AI-generated work, will not be tolerated and will receive disciplinary sanctions per the UWSP policies. The UWSP policies regarding student academic standards and disciplinary procedures can be found here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>. If I observe academic misconduct, or if suspicions of academic dishonesty are reported to me, I will request that the identified parties come to my office to discuss the situation, and then the procedures set out in UWS/UWSP Chapter 14 will be followed.

Diversity and Inclusion

UWSP supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated. These differences include race/ethnicity, gender, class, political view, religion, color, national origin, sexual orientation, disability, age, marital or family status, as well as personality, learning styles, and life experiences. We expect that students, faculty, administrators, and staff will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, experiences, and worldviews may be different from their own.

Disability Support Services

The Americans with Disabilities Act (ADA) requires educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP policies, go to: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>. Students who have a disability and require classroom and/or exam accommodations, should register with the Disability Resource Center and then contact me at the beginning of the course. More information can be found here: <http://www4.uwsp.edu/special/disability>.

Attendance

Attendance is not figured into the grade explicitly, though attendance records will be kept. Since a significant portion of the material is conveyed during class time, failure to attend will affect one's grade. Those who miss class are responsible for accessing the missed material; missed material will not be made available from the instructor.

COVID Protocols

For updated COVID protocols, see this page: <https://www3.uwsp.edu/coronavirus/Pages/default.aspx>. We need to continue to be flexible. If I get COVID and have to isolate, for instance, but can still teach, I will move class to Zoom (I will notify you via Canvas). Please be prepared for that possibility. Note that, out of concern for immune-compromised people I am close to, I may occasionally mask before, during, and/or after class, and, depending upon community transmission levels, I may ask you to mask if you stop by during office hours. Please know that, if you are not comfortable with masking, we can always meet via Zoom instead. I am happy to find a time that works for you.

How to succeed in this course

1. Make time for this course – time to read assigned readings before they are due, time after each class to review, time to study (at least a week ahead) for each exam, time to write and revise, time to come to my office or Zoom to go over questions or to visit, time to think. The general rule for university courses is to expect to spend three hours outside of class for every 1 hour in class. Do this for yourself.
2. Come to *every* class.
3. Complete all of the readings by the assigned dates and take notes on them.
4. Get organized – print out all of the lecture outlines, slides, additional materials and Canvas readings and put them, in order, in a binder.
5. Come to me with questions, to read a draft of your paper, if you're struggling, or just to talk.
6. Check your email once a day – it's harder to drift away if you're connected to email.
7. Don't disappear on me, but if you do, come back. Know that I always want you to come back. Don't assume you've sunk yourself.
8. *Take charge of your learning* – own how you do in this course. Make this degree and college experience yours.

How to not succeed in this course

1. Miss more than one class a month.
2. Don't make the time so that you can keep up with the reading. You can't read it the night before the exam and expect to do well or even okay.
3. Find you're struggling and a) don't come to see me to get it figured out, and/or b) disappear.
4. Get into the habit of not checking email or not checking Canvas.
5. Stick your head in the sand once you start to slide a little.
6. Be passive about your learning and your education here.