

**SOC 101-06HC: Introduction to Sociology  
Spring 2019**

**Instructor:** Dr. Maggie Bohm-Jordan  
**Lecture:** Tuesday & Thursday: 3:30PM – 4:45PM, Collins Classroom Center (CCC) 320  
**My Office:** Collins Classroom Center (CCC) 458  
**Office Hours:** Monday and Wednesday at 9:00am- 1:00pm, or by appointment  
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**Course Overview**

Sociology is the scientific study of human society. This course provides a general introduction to this discipline. It is intended to increase your understanding of social interaction, social organization, social institutions, and social change in a systematic way, i.e., the sociological perspective. We will engage in the sociological perspective through exploring a number of themes. Students will be introduced to major theoretical perspectives, as well as key concepts, such as culture, socialization, and social interaction. Students will also come to understand the nature of major social institutions, such as marriage and family, government, and health care. They will also be introduced to social inequality, which has historically been explored along the dimensions of gender, race, and social class. Understanding sociology helps discover and explain social patterns and see how such patterns change over time and in different settings. By making vivid the social basis of everyday life, sociology also develops critical thinking by revealing the social structures and processes that shape diverse forms of human life. This course will challenge you to examine, evaluate, analyze, and appreciate the complex and diverse world we live in.

This course fulfills the requirement for “Social Sciences” and “U.S. Diversity” in the General Education Program (GEP).

<b>GEP Category:</b>	<i>Upon completing this requirement, students will be able to:</i>
<b>Social Sciences</b>	<ol style="list-style-type: none"> <li>1. Define the major concepts and methods used by social scientists to investigate, to analyze, or to predict human or group behavior.</li> <li>2. Explain the major principles, models, and issues under investigation by the social sciences.</li> <li>3. Examine how the individual or groups of individuals are influenced by social, cultural, or political institutions both in their own culture and in other cultures.</li> </ol>
<b>U.S. Diversity</b>	<ol style="list-style-type: none"> <li>1. Describe how people or institutions in the United States have constructed diverse identities and cultures based on ability, ethnicity, gender, language, nationality, race, religion, sexuality, socio-economic status, etc.</li> <li>2. Explain how individuals or groups in the United States have responded to the experience of discrimination and inequality.</li> <li>3. Demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States.</li> </ol>
<b>Critical Thinking</b>	<ol style="list-style-type: none"> <li>1. Explain critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw or actions to take.</li> <li>2. Identify (a.), analyze (b.), evaluate (c.), or construct (d.) reasoning as they apply it to general or discipline-specific questions or issues.</li> </ol>

**Course Learning Outcomes:** *Upon successful completion of this course, students will be able to:*

1. Define and recognize sociology as a social science and explain the sociological perspectives (SS LO1)
2. Identify the major concepts used by sociologists to investigate human behaviors and social phenomena, including theory, social interaction, social organization, and social inequality (SS LO 2)
3. Explain critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw or actions to take. (CT LO 1)
4. Analyze the diversity of human groupings based on race/ethnicity, gender, class, national origin, religion, family status, etc. (SS LO 3 and UD LO1)
5. Evaluate the various kinds of inequality and marginalization in human society (UD LO 2)
6. Demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States. (UD LO 3)
7. 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. (SS LO3 and CT LO2)

### **Textbook (Required)**

James M. Henslin. *Sociology: A Down-to-Earth Approach*. 13<sup>th</sup> Edition. Pearson.

### **Additional Course Materials**

Certain course materials will be made available for download from Canvas. Announcements will be made in class, Canvas and through email.

### **Grading**

<i>Critical Thinking Quiz</i>	5%	A: 93-100, A-: 90-92.99
<i>In-Class Assignments</i>	15% (3 points each)	B+: 87-89.99, B: 83-86.99, B-: 80-82.99
<i>Assignment 1</i>	15% (10% paper, 5% present)	C+: 77-79.99, C: 73-76.99, C-: 70-72.99
<i>Assignment 2, 3, 4</i>	45% (15% each)	D+: 67-69.99, D: 63-66.99, D-: 60-62.99
<i>Midterm &amp; Final</i>	20% (10% each)	F: 0.00 – 59.99

### Grade Posting

Students' grade points from in-class assignments and exams, plus optional bonus points if applicable, will be posted in Canvas as soon as they become available.

### **MAKE-UP WORK**

Only proper documentation can be accepted as justification for make-up assignments (without late penalty), such as a doctor/coach/supervisor's note, a subpoena, etc. A simple self-narration of an emergency or a special occasion whether in oral or written forms, cannot be accepted as proper documentation and thus will not justify a make-up assignment. Late work will start from 50% of the grade.

Critical Thinking Module and Quiz (5%)

This course is part of the critical thinking and learning initiative at UWSP. Students will recognize critical thinking as a process of identifying, analyzing, evaluation, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem solving). Students will complete the critical thinking lesson module and a quiz to assess students' ability to think critically. Critical Thinking Module can be found in Canvas

In-Class-Assignments (ICA) (15%)

There will be a series of 5 unannounced in-class assignments spread randomly over the semester. Most of these assignments can be a quiz, short-answer, group participation, or a small number of standardized questions (multiple-choice, item matching, etc.). Typically, these in-class assignments will be related to the day's or the previous day's lecture, readings, and/or video clips. An in-class assignment may take place at any time during a class period (i.e., the beginning, the end, or the middle of it).

Exams (20%, 10% each)

There will be two (2) in-class exams. The exams will draw questions from lecture materials, readings, in-class assignments, and video clips played in class. **Midterm exam** will be given in class on March 14<sup>th</sup>. **Final exam** will be given in class on Wednesday, May 15<sup>th</sup> at 2:45-4:45pm. CCC 320. Each exam includes at least 50 multiple-choice questions and some short-answer/essay questions. ALL scantron exams are to be used in pencil and zero will be given for those using pens. **NEITHER EARLIER NOR MAKE-UP EXAMS WILL BE OFFERED EXCEPT IN DOCUMENTED CONFLICTS OR EMERGENCIES.** (See "Make up work" for more information about what qualifies as proper documentation.)

Assignment 1: Current Event (15%)

A minimum of 4 full text-page typed paper (double spaced, Times New Roman, 12 font, 1-inch margin) utilizing at least 5 sources (journal article). Student will construct a written analysis of a current event (between 2014 and present) in which they will apply a sociological theoretical perspective to interpret the issue, identify the individuals' affected by the issue, and propose possible solutions of the issue. Student will discuss:

1. Introduction: What is your current event topic? Why?
2. Apply theoretical perspective/theory "best" fits in this current issue (ex, functional, conflict, symbolic, feminist, deviance, labeling, etc)
3. Identify: Who, What, or Where is affected by this current issue?
4. Describe and analyze possible solutions for this current issue. If the current issue has no flaws, what are some future implications? (What would you have done differently in the future?)
5. Conclusion
6. Reference in APA or ASA citation format (separate page and excluded from the 4-pages)

Assignment 2: Breaching Experiment (15%, 10% paper, 5% presentation)

Student will select a breaching experiment of his/her choice. Please make sure your breaching experiment is respectful of others, does not harm anyone (self, children, adults, animals, environment, etc) and it is ethical and legal. More information will be posted on Canvas.

A minimum of 4 full text-page typed paper (double spaced, Times New Roman, 12 font, 1-inch margin) will identify a breaching experiment, apply sociological perspectives, and analyze the outcome of the experiment. Student will discuss:

1. Brief introduction of Your selected breaching experiment
2. Reason: Why did you select this experiment
3. Outcome: Did the experiment agree/disagree with your prediction
4. What did you learn from your experiment in terms of socialization (norm vs. taboo), and provide linkage in textbook (ex: culture, groups, etc.)
5. Ethics: What empathetic insight did you learn from your breaching experiment?
6. Future implications (What would you have done same/different in the future?)
7. Reference in APA or ASA citation format (separate page and excluded from the 4-pages)

Assignment 3: Documentary Analysis (15%)

4 full text page minimum typed paper (double spaced, Times New Roman, 12 font, 1-inch margin) will analyze the documentary of “Poor kids” <https://www.pbs.org/wgbh/frontline/film/poor-kids/> Students may need to find resources to support their arguments in the self-reflection section (you should browse ahead for other chapters for supporting ideas). Student will discuss:

1. Provide a very brief written summary/synopsis of the documentary
2. Which sociological theory “best” fits in this documentary (ex: functional, conflict, symbolic interaction, social learning theory, labeling theory, family systems theory, etc).
3. Self-reflection on the documentary.
  - a. What was your reaction? Why? Does it align with your socialization?
  - b. How does social class (ex: poverty) influence the wellbeing on people?
  - c. What are other factors that may trigger poverty?
  - d. What are some ways to minimize stigma/stereotype on people that are living in poverty?
  - e. What is privilege?
4. Reference(s) (separate page and excluded from the 4-pages)

#### Assignment 4: Documentary Analysis (15%)

4 full text page minimum typed paper (double spaced, Times New Roman, 12 font, 1-inch margin) will analyze the documentary of “The Mask You Live In” <https://uwsp.kanopy.com/video/mask-you-live>. Students may need to find resources to support their arguments in the self-reflection section (you should browse ahead for other chapters for supporting ideas). Student will discuss:

1. Provide a very brief written summary/synopsis of the documentary
2. Which sociological theory “best” fits in this documentary (ex: functional, conflict, symbolic interaction, social learning theory, labeling theory, family systems theory, etc).
3. Self-reflection on the documentary.
  - a. What was your reaction? Why? Does it align with your socialization?
  - b. How does socialization influence the way people act?
    - i. Gender role
    - ii. Race/ethnicity
    - iii. Social class
    - iv. Religion
    - v. Politics
  - c. What are some ways to minimize stigma/stereotype on gender identity expectation?
  - d. What are other factors that may trigger stress and/or violence?
4. Reference(s) (separate page and excluded from the 4-pages)

#### **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. In addition to the in-class assignments, 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 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 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. Students can visit the UWSP Tutoring-Learning Center <http://www.uwsp.edu/tlc/Pages/writingReadingTutorials.aspx>.

**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>. If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability>

## COURSE OUTLINE

DATES	TOPIC/ACTIVITY	Due dates
Week 1 Jan 22/24	Introduction Ch. 1: The Sociological Perspective	
Week 2 Jan 29/31	Ch. 2: Culture	Critical Thinking Quiz due Jan 31 <sup>st</sup>
Week 3 Feb 5/7	Ch. 3: Socialization	
Week 4 Feb 12/14	Ch. 4: Social Structure and Social Interaction	Assignment 1 due Feb 14 <sup>th</sup>
Week 5 Feb 19/21	Ch. 6: Societies to Social Networks	
Week 6 Feb 26/28	Ch. 8: Deviance and Social Control	
Week 7 Mar 5/7	Catch up	
Week 8 Mar 12/14	Presentation on assignment 1 <b>March 14<sup>th</sup>: Midterm Exam</b> (Chapters 1,2,3,4,6,8)	Assignment 2 due March 12 <sup>th</sup>
Week 9 Mar 26/28	Ch. 9: Global Stratification	
Week 10 April 2/4	Ch. 10: Social Class in the United States	
Week 11 April 9/11	Ch. 11: Sex and Gender	Assignment 3 due April 11 <sup>th</sup>
Week 12 April 16/18	Ch. 12: Race & Ethnicity	
Week 13 April 23/25	Ch. 16: Marriage and Family	
Week 14 April 30/ May 2	Ch. 20: Population and Urbanization	
Week 15 May 7/9	Catchup days	Assignment 4 due May 9 <sup>th</sup>
<b>*** Final Exam: Chapters: 9, 10,11,12,16, 20 ***</b> <b>Wednesday, May 15 at 2:45-4:45PM</b>		

*Unforeseen circumstances may necessitate changes in the course requirements and/or schedules.  
Any changes will be announced in advance.*