

SOC 101: Introduction to Sociology (Section 9)

Fall 2016

Instructor: M. David Chunyu, Ph.D.
Lecture: T R, 5:00PM – 6:15PM, Collins Classroom Center (CCC) 303
My Office: Collins Classroom Center (CCC) 460
Office Hours: T R, 10:00AM – 10:50AM
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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 and behavioral patterns and see how such patterns change over time and across 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).

Course Objectives

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

1. recognize sociology as a social science;
2. explain the sociological perspective;
3. identify the major concepts used by sociologists to investigate human behaviors and social phenomena, including theory, social interaction, social organization, and social inequality;
4. examine how personal life chances and choices are influenced by the larger social context including social, cultural, and/or political institutions;

5. recognize and appreciate the diversity of human groupings based on race/ethnicity, gender, class, national origin, religion, family status, etc.;
6. describe the various kinds of inequality and marginalization in human society;
7. develop critical thinking skills to explain and predict various aspects of social phenomena.

Textbook

The following book is required and has been ordered at the university bookstore:

James M. Henslin. *Sociology: A Down-to-Earth Approach*. 12th Edition. Pearson. 2014

Additional Course Materials

Certain course materials (lecture slides, review exercises, etc.) will be made available for download from the Desire2Learn system (D2L) → “Content” section.

Other course materials, such as the in-class handouts (announcements, assignments, etc.) and video clips will **NOT** be posted in D2L. The extra hard copies of the in-class handouts, if available, can still be picked up from the wall basket outside the instructor’s office CCC 460. But the video clips that are played in class will **NOT** be shared with students after class; since the video clips are very relevant to the exams and they are played only once in class, it is essential that students attend class fully and take good notes of the video in order to be prepared for the exams [also see the “Exams (80 Points)” section below].

Grading

A student’s final course grade is based entirely on the “TOTAL POINTS” s/he has earned over the semester. The “TOTAL POINTS” is simply the total crude points a student has accumulated from assignments and exams, plus optional bonus points if applicable.

A student’s max TOTAL POINTS consist of the following:

- | | |
|-------------------------------|-------------------------|
| ➤ <i>In-Class Assignments</i> | <i>20 Points</i> |
| ➤ <i>Exams</i> | <u><i>80 Points</i></u> |
| <i>Max Total = 100 Points</i> | |

In-Class Assignments (20 Points)

There will be a series of unannounced in-class assignments spread randomly over the semester. Most of these assignments take the form of short-answer or essay questions; others are quizzes, consisting of 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). On occasion, students will be allowed to use their notes and/or reading materials while completing the assignments.

Each of these in-class assignments will be worth a certain number of grade points, ranging from 1 point to 4 points. Altogether they are worth 20 points.

One practical purpose of having these unannounced in-class assignments is to monitor and record students' attendance. Due to the relatively large size of this class, the instructor will not take students' attendance separately. Instead, these unannounced in-class assignments will serve as random checks of students' attendance. Therefore, ***the dates of these assignments will NOT be announced in advance***, and students who fail to be present on those days will miss the assignments and lose the corresponding grade points (and naturally at the same time the student will also be recorded as absent on that day). ***In other words, there is a real possibility that you can lose 4 points simply by skipping a class or skipping part of a class (e.g., coming in late, leaving early, etc.)***. Once you miss an assignment, you will never have another chance to do it.

NO MAKE-UP ASSIGNMENTS WILL BE OFFERED EXCEPT IN DOCUMENTED CONFLICTS OR EMERGENCIES. Only proper documentation can be accepted as justification for make-up assignments, such as a doctor/coach/supervisor's note, a subpoena, an event itinerary, etc. A simple self-narration of an emergency or a special occasion (e.g., sickness, car failure, misfortune, family/work emergency, celebration/festivity, vacation, etc.), whether in oral or written forms, cannot be accepted as proper documentation and thus will not justify a make-up assignment.

The practical implication of this policy is: ***FOR THOSE STUDENTS WHO DO NOT ATTEND CLASS REGULARLY AND FULLY, THEIR GRADES WILL SUFFER SEVERELY.***

Exams (80 Points)

There will be three (3) exams. All exams will be closed-book, in-class exams. The exams will draw questions from lecture materials, readings, in-class assignments, and video clips played in class.

To help students prepare for the exams, the instructor will distribute review exercises for each chapter online and post them in the "Content" section of D2L. These review exercises are designed to help students digest and reinforce the class learning. Also importantly, these review exercises are very closely tied to the exams, so students are highly recommended to make good use of these review exercises when preparing for the exams.

However, students should be aware that these review exercises do not cover the video clips played in class, which are also relevant to the exams. Because the video clips are played only once in class and they

are not shared with students after class, it is essential that students attend class fully and take good notes of the video in order to be prepared for the exams. (Also see “Additional Course Materials” above about the in-class video clips.)

The first two (2) exams will be given in the middle of the semester, and the exam dates will be announced in advance. The midterm exam format will be multiple-choice questions only. Each exam consists of 50 questions and is worth 25 points. The midterm exams are not cumulative.

The third and final exam will be given on **Wednesday, December 21 at 5:00PM – 7:00PM**. The final exam includes at least 50 multiple-choice questions and some short-answer/essay questions. The short-answer/essay questions may be cumulative. The final exam is worth 30 points.

Take careful note of the exam dates, especially the date and time of the final exam. ***NEITHER EARLIER NOR MAKE-UP EXAMS WILL BE OFFERED EXCEPT IN DOCUMENTED CONFLICTS OR EMERGENCIES.*** [See “In-Class Assignments (20 Points)” above for more information about what qualifies as proper documentation.]

Grading Scale

Again, a student’s final course grade is based entirely on the “TOTAL POINTS” s/he has accumulated over the semester. Thus, for calculating a student’s “TOTAL POINTS”, summation is the only mathematical operation used; that is, the instructor will simply add up all the points a student has earned from in-class assignments and exams, plus optional bonus points if applicable. No percentage, proportion, division, or any “out of (a base number)” concept is involved in this “TOTAL POINTS” calculation process.

A student’s “TOTAL POINTS” will then be converted into her/his final course grade according to the following scale:

A.....93.00 – 100.00 points	C.....73.00 – 76.99 points
A-.....90.00 – 92.99 points	C-.....70.00 – 72.99 points
B+.....87.00 – 89.99 points	D+.....67.00 – 69.99 points
B.....83.00 – 86.99 points	D.....60.00 – 66.99 points
B-.....80.00 – 82.99 points	F.....0.00 – 59.99 points
C+.....77.00 – 79.99 points	

Grade Posting

Students’ grade points from in-class assignments and exams, plus optional bonus points if applicable, will be posted in D2L as soon as they become available. In the end, the instructor will also create a separate grade item in D2L to show students’ “TOTAL POINTS” (***Note:*** The “Final Calculated Grade” and the “Final Adjusted Grade” columns in D2L will ***NOT*** be used). It is the students’ own responsibility to check D2L regularly and to be kept informed of their own grade status.

Student Folders

The instructor will keep an individual folder for each student in this class. At any point students are welcome to come to the instructor's office and pick up the items accumulated in their own folders (assignments, exams, etc.). The instructor will bring these folders to class on the last day before finals to assure that everyone has an opportunity to pick up all files of their own. These folders will be stored in the instructor's office until the second week of the following semester. After that point anything not picked up will be recycled unless the student has already made a special arrangement with the instructor in advance.

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 learn in the class with their lives as members of various communities. I value class discussion and interactive learning, and expect students to be actively involved in the learning process.

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. Please plan your bathroom breaks, cell phone calls/texts, work schedules, and food/beverage needs around class times to minimize classroom distractions and disruptions. The rule of thumb is that at any moment there should be only one center of attention in the classroom, should it be the instructor, a student, or an object.

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.

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.

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.

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. It is these very differences among us that enrich our learning environment and make us strong. 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. I am happy to help in any way I can. 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	READINGS
Part I. The Sociological Perspective		
09/06 – 09/08	The Sociological Perspective	Henslin Ch. 1.
09/13 – 09/15	Culture	Henslin Ch. 2.
09/20 – 09/22	Socialization	Henslin Ch. 3.
09/27 – 09/29	Social Structure and Social Interaction	Henslin Ch. 4.
10/04	*** First Midterm Exam *** (CCC 303)	
Part II. Social Groups and Social Control		
10/06 – 10/11	Societies to Social Networks	Henslin Ch. 6.
10/13 – 10/18	Deviance and Social Control	Henslin Ch. 8.
Part III. Social Inequality		
10/20 – 10/25	Global Stratification	Henslin Ch. 9.
10/27 – 11/01	Social Class in the United States (Part 1)	Henslin Ch. 10.
11/03	*** Second Midterm Exam *** (CCC 303)	
11/08	Social Class in the United States (Part 2)	Henslin Ch. 10.
11/10	NO CLASS!	
<i>* The instructor will be away to participate in a workshop on urban inequality at Brown University.</i>		
11/15 – 11/17	Sex and Gender	Henslin Ch. 11.
11/22 – 11/29	Race and Ethnicity	Henslin Ch. 12.
<i>* Due to the Thanksgiving holiday, there will be no class meeting on November 24 (Thursday).</i>		

Part IV. Social Institutions

12/01 – 12/06	Marriage and Family	Henslin Ch. 16.
12/08 – 12/13	Medicine and Health	Henslin Ch. 19.

Part V. Social Change

12/15	Population and Urbanization (Part 1)	Henslin Ch. 20.
	Final Review	
12/21	*** Final Exam *** (Wednesday, 5:00PM – 7:00PM, CCC 303)	

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