

SOC 1125: General Sociology

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Office Hours:
10:30-11:30 am, MWF
or by appointment

CLASSMATES:

The sociological imagination enables us to grasp history and biography and the relations between the two within society. That is its task and its promise.
- C. Wright Mills

Required Text

- Manza, Arum & Haney. *The Sociology Project 2.0*. ISBN 978-0-13-379224-9

This syllabus draws on material from Sr. Edith Bogue and Dr. Janice Crede. My thanks!

Fall 2016
Section 003
4 credits

MWF
11:45am—12:50pm
Tower 4119

Welcome!

An introductory sociology class is intended to give you a glimpse into the field, some working knowledge of what sociologists do, and most importantly, the ability to analyze your world through a sociological lens – what we call the *sociological imagination*. Sociology is the systematic study of society and human behavior. Sociologists seek answers about how society works and how individuals interact. We look at the *structural determinants* of individual action, asking questions like:

- Why do Protestants commit suicide at a higher rate than Catholics?
- Why do poor children score lower on average on achievement tests than middle-class children?

CATALOG COURSE DESCRIPTION: Designed to provide an overview of the concepts, methods, and applications of sociology, and the development of the sociological imagination. Topics include development of the social self, status and role, race and ethnicity, gender, social class, deviance, political and economic institutions, population dynamics, the family, and other dimensions of society. This introductory course emphasizes the development of the sociological imagination.

- Why do women earn lower wages and salaries on average than men?
- Why are you likely to marry another St. Scholastica alum?

The primary goal of this course is to introduce you to the sociological viewpoint and teach you how to think conceptually and critically about society. We will study some - but by no means all - of the important concepts currently used by sociologists. A great deal of sociology investigates inequalities in our world, and this class will explore three major axes of inequality: race, class, and gender. We'll do this by reading, discussing, and writing analytically to develop your sociological imagination.

I expect you to

- Come to class prepared, every time on time
- Keep up with the material covered every week
- Complete and submit your assignments on time
- Produce papers reflecting your own work
- Effectively collaborate with your groups
- Participate in a lively and respectful manner
- Abide by the standards of academic honesty
- Seek help liberally
- Communicate your needs to me

You can expect me to

- Come to class prepared, every time on time
- Facilitate classroom hours in inclusive and intellectually stimulating ways
- Hold regular office hours
- Check email at least once every business day
- Create assessments that reflect the learning goals for the course and the material we cover
- Assess your work fairly and efficiently
- Be enthusiastic about what I'm asking you to learn
- Communicate my expectations clearly

Course objectives

1. Students will develop a sociological imagination, the ability to shift outside of one's personal perspective to explain patterns and events in terms of larger social dynamics.
2. Students will gain a functional knowledge of sociological concepts, terminology, and language, demonstrated by the ability to define and use them in discussion and written assignments.
3. Students will develop beginning-level abilities with the research methods of sociology by applying them to many of the content areas of sociology, including social institutions, social interactions, groups, and social change, with a special focus on key areas of social class, race, and gender. This will be demonstrated in exercises in class, written assignments, and on exams.
4. Students will increase their knowledge of different parts of society, different social structures around the world, and groups different from themselves. This knowledge will be demonstrated in discussion, exams, and written assignments.
5. Students will learn the major theoretical perspectives of sociology. They will be able to apply them to data to explain social patterns, and to evaluate the usefulness of a theory for a particular situation. This knowledge will be evaluated in all aspects of the course.
6. Students will gain ability to understand and use quantitative information in graphs and charts so to make and support decisions based on such evidence at the end of the course.
7. Students will increase their awareness and knowledge of cultural differences as well as the variability and diversity within groups. This exploration will include the opportunity to grapple with their natural ethnocentrism and grow in their ability to function and appreciate the multiplicity of cultures they will encounter in the 21st century world. This will be evaluated through discussion, exam, and written assignments.

Assignments & Grading

Assignments	Points	Due Date
• Sociology in the News	75	See sign-up sheet
• Research-paper-minus-paper	275	Sept 16: research q Oct 12: read 1 article tba: list of sources tba: annotated bib Dec 12: final & presentations
• Culture paper	200	Nov 21
• Chapter quizzes (10 pts * 11, drop one)	100	Throughout
• 3 exams (75 pts * 3)	225	Sept 30, Nov 14, Weds Dec 21 @8am
• Syllabus quiz	25	Challenge: find out what & when!
• Attendance & participation (including in-class writing)	100	Throughout
Total	1000	

Sociology in the News

In a group of three, you will seek out a current event that relates to the topic of the course. Your current event should be thought provoking and engaging, and you should clearly articulate how the event relates to sociological concepts we have covered. Your group will prepare a **presentation** for the class lasting 10 minutes, including set-up and discussion.

Your group will also hand in a **paper** that includes your names, an outline of your presentation including a summary of the issue and the sociological connections you make, and the references used in APA style. You should include 3 official news sources.

You will sign up for a presentation day; see course schedule.

Exams & Quizzes

After each chapter, you'll complete a short online quiz. These help you measure your understanding of the chapter and prepare for exams. The questions will be randomly chosen from a pool for the chapter. You may take each quiz up to three times; your highest score will be counted. Quizzes must be complete by the start of the class period **AFTER** we finish discussing the chapter.

You'll write three **COMPREHENSIVE** exams (Exam 2 covers all prior material, Exam 3 covers all course material), primarily multiple choice and fill-in questions.

Attendance & Participation

Learning is about the interaction of minds and ideas in the classroom. Thus, attendance is required; please make sure to sign in every day. **Lively and respectful participation** is expected; if you have concerns about this, please come talk to me for ideas about how to contribute.

Grading Distribution

• 95 –100	A
• 90—94	A-
• 88—89	B+
• 85—87	B
• 80—84	B-
• 78—78	C+
• 75—77	C
• 70—74	C-
• 59 and below	F

Written and Presented Work

Each written assignment will help you put sociology to use in your lives outside the classroom, to demonstrate your understanding of and ability to apply sociological analysis, and to learn how to express and communicate your thoughts in writing. You will be graded on your clarity of writing, your demonstration of knowledge of the relevant terms and concepts, and the insightfulness of your analysis.

Additional details about each assignment will be distributed in class.

Material should be formatted in APA style, including citations

and bibliographic lists (see <http://resources.css.edu/library/docs/tutorials/librarytutorial7.swf>).

Papers missing page numbers or word counts will not be graded. Your word processor will count the words for you; just put the count in brackets at the end of the paper, like I've done with this item. [38]

Culture Paper

In this paper, you will use a specific list of sociological terms to analyze a group you belong to. This is an exercise in applying your newfound sociological imagination! The paper will be 1000 words (approximately 3 pages). Most people enjoy writing this paper, and I certainly enjoy reading them and getting to know you better.

Research Paper Minus Paper

In a group of three, you will prepare an annotated bibliography to answer a sociological question of your design. After developing a sociological question together, you will do research (via sociological journal articles) and prepare annotated bibliographies for at least 9 original source articles (three per person). At the end, you will prepare an approximately 100 word answer to your question. You'll also present your findings to the class. In other words, it's a research paper without the paper. At each step, we will work together in class and with library resources for advice, direction, and support.

An annotated bibliography is a HIGHLY STRUCTURED reading summary. It should be **no longer than one page/one side**, be formatted in bullet points or easily identifiable sections, and include:

- Formal citation, in APA style
- Methods: >100 words summarizing author's methods
- Key arguments: >100 words summarizing key arguments of the piece
- Key concepts: ~5 terms or concepts
- Important quotes: anything you'd like to keep track of here
- Critique/weaknesses: >50 words summarizing shortcomings of the piece

You are welcome to write using clear abbreviations and the like; the point is to give you a clear, concise summary of the work.

It is my deliberate opinion that the one essential requisite of human welfare in all ways is scientific knowledge of human nature.
— Harriet Martineau

The deepest problems of modern life derive from the claim of the individual to preserve the autonomy and individuality of his existence in the face of overwhelming social forces, of historical heritage, of external culture, and of the technique of life.
— Georg Simmel

Classroom Policies

The imaginations which people have of one another are the solid facts of society.

– Charles Horton Cooley

General Policies

Late Work. I DO NOT ACCEPT LATE WORK. For regular **writing** assignments, *I suggest that you begin your papers early enough to accommodate any last-minute emergencies.* As the saying goes, a failure to plan ahead on your part does not constitute an emergency on my part.

For **exams**, make-ups are only offered at my discretion in instances of unavoidable, reasonable absences, clearly and promptly communicated to me. Make-ups must be taken within one business day of the exam date unless otherwise approved; if no such arrangement is made, you forfeit your right to a make-up exam. If a make-up is approved, it is your responsibility to coordinate the proctoring, whether in my office or the library.

An **incomplete** "I" may be assigned under rare and extreme circumstances. You must complete the course by the 10th week of the subsequent term, excluding summer terms. The temporary grade will convert to F if the coursework is not completed within that time frame.

Unusual circumstances. You might face unusual circumstances that affect your attendance or your work this semester; these might include religious or athletic commitments, health or personal problems, or other things. Please contact me within the first three weeks of the semester if you would like to discuss a specific instance that applies to you. In the case of major emergencies, please talk to me as soon as you're able. I work hard to make all my courses accessible; normal situations should be handled through the Access Center.

Classroom Atmosphere

Be respectful of me, of your classmates, of the College personnel and facilities. This means, at a minimum, silencing your cell phones and minimizing disruptive behavior in class, generally paying attention in class, arriving on time, and staying for the full class period.

Please choose your words carefully. The classroom must be a place in which everyone can participate. This means that every person must feel safe enough to express their opinions without fear of ridicule or intolerance. Remember that in good discussions, people critique ideas and not other people. The more heated the social issue we discuss, the more important it is to keep this in mind. It is normal to be or become emotionally connected to the concepts we discuss, and it is normal to have personal experiences related to those concepts. It is also normal for those experiences to be in conflict with the experiences of others in the room. For example, just as there will likely be someone in class who would prefer abortion not be legal, there will also likely be someone in class who has *had* an abortion. It's important to remember this diversity in our discussion so that we maximize, to the extent possible, the vibrancy and respectfulness of our intellectual inquiries.

Sociology is a new science concerning itself not with esoteric matters outside the comprehension of the layman, as the older sciences do, but with the ordinary affairs of ordinary people. This seems to engender in those who write about it a feeling that the lack of any abstruseness in their subject matter demands a compensatory abstruseness in their language.

- Sir Ernest Arthur Gowers 'Sociologese', in H F Fowler, *A Dictionary of Modern English Usage* (2nd rev ed).

Classroom Policies, continued

Academic Honesty

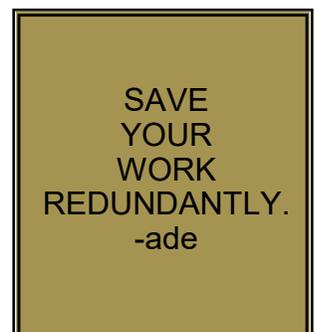
Academic honesty and integrity are highly valued in our campus community. Academic honesty directly concerns ethical behaviors that affect both the academic environment and the civic community. Academic dishonesty seriously violates the integrity of the academic enterprise and will not be tolerated at St. Scholastica. Academic dishonesty is defined as follows: misrepresentation of the work of others as one's own, dishonesty in testing, violating authorized guidelines established by instructors for individual assignments, sabotaging or damaging the work of others, or engaging in dishonesty in other academic work.

I will do my best to provide clear guidelines, but if you have ANY question about what degree of cooperation or help is authorized, please ask!

If I determined that a student has been academically dishonest, I am required to report it. Please don't make me do that! In cases of academic dishonesty, the minimum penalty to be applied by the faculty member shall be failure of the assignment or test, and the maximum penalty shall be failure of the course. In addition, a department may deny admission to or dismiss from a program a student who has engaged in academic dishonesty, and the Vice President for Academic Affairs or Vice President for Student Affairs may exclude such a student from extracurricular activities or expel him or her from the College, even on the first instance of academic dishonesty. An aggrieved student may appeal any adverse decision regarding academic dishonesty by following the procedure outlined in the academic appeal procedure in the student handbook.

Equal Access Statement

Students with disabilities, students who sustained injury in active military service, and students with chronic medical conditions are entitled to appropriate and reasonable auxiliary aids and accommodations through The Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. It is the student's responsibility to notify the Center for Equal Access as soon as possible to ensure that such accommodations are implemented in a timely fashion. For more information or to request academic accommodations, please contact The Center for Equal Access in Tower Hall 2126; by phone at (218) 723-6747, 218-625-4891; or via e-mail at access@css.edu.



Contacting me.

The best way to contact me is via **email**: adevineeller@css.edu. Please read the syllabus thoroughly before emailing me with questions about the course. Don't email me an hour before class starts to ask me questions about the reading or exams; not only will I not have time to respond to you before class, but I will also know you put off the assignment until the last minute. You can expect me to respond to email every afternoon while I'm in my office. (i.e., I might not check email between 5 pm and the start of class the next morning ... plan ahead!)

When you email, please include enough details about the assignment or question that I know what you're asking. I don't like to respond to email when I don't know who it's from. I welcome anonymous emails with suggestions, critiques, or comments about the course.

Syllabus "quiz." Please send me an email, before the 2nd day of class, & tell me something you'd like me to know about you (fun, serious, whatever!).

Office hours. I have office hours every week, as listed on the first page of this syllabus. Feel free to just drop by or to make an appointment ahead of time for priority. If my scheduled office hours conflict with your schedule, please **email** me to set up an alternate time. **You may drop in if my door is open.**

Resources

If you are having trouble in class, here are some steps you can take:

- Come to my office hours and talk about it!
- Seek out a tutor that will help with reading, writing, or time management

The **Add/Drop Period** for Fall 2015 Courses ends Monday, September 19. Last day to withdraw from a course is Monday, November 7.

Connectivity problems will not be accepted as an excuse for delayed work. Please plan ahead.

Use of Your Work

Sometimes it helps me to use anonymized student work as part of my teaching portfolio, where I demonstrate my teaching methods and success. I also like to use student work as examples in class, for the benefit of other students. If you prefer not to have your work used, please let me know.

I think it generally true that sociology does not discover what no one ever knew before, in this differing from the natural sciences. Rather, good social science produces a deeper understanding of things that many people are already pretty much aware of. But I should say that whatever virtue this analysis has does not come from the discovery of any hitherto unknown facts or relations. Instead, it comes from exploring systematically the implications of the ... concept.

—Becker, Art Worlds

I reserve the right to make changes to this syllabus.

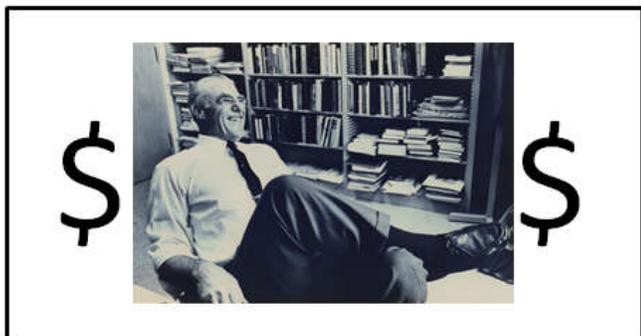
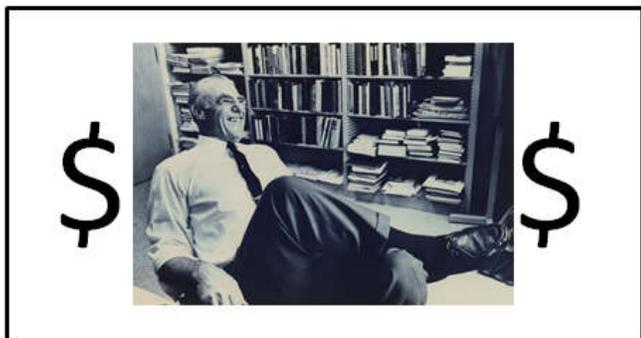
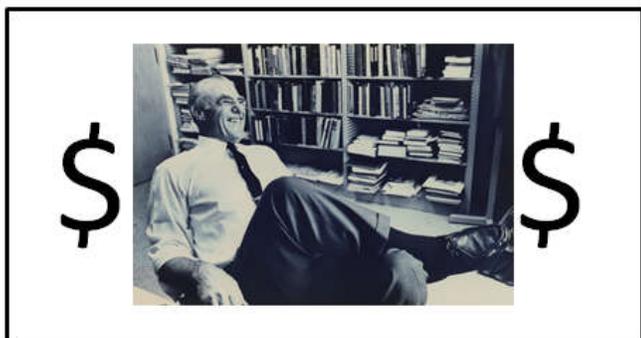
COURSE SCHEDULE GEN SOC 1125, FALL 2016				
Date	Day	Reading (supplemental readings may be added)	What's Due by Start of Class	Week
9/7/2016	W	Read this syllabus!		1
9/9/2016	F	Miner, Horace. 1956. "Body Ritual among the Nacirema." American Anthropologist 58:503-507. (On bannerweb)		
9/12/2016	M	Ch1: The Sociological Imagination		2
9/14/2016	W			
9/16/2016	F	Ch3: Studying the Social World	Research Question	
9/19/2016	M			3
9/21/2016	W			
9/23/2016	F	Ch4: Social Interaction		
9/26/2016	M			4
9/28/2016	W		2 SITN	
9/30/2016	F	Exam 1		
10/3/2016	M	Workshop Day with Librarian	Possible articles, printed out	5
10/5/2016	W	Community Day - no classes		
10/7/2016	F	Workshop Day: group collaboration on articles		
10/10/2016	M	Student work day: select & read 1 source article		6
10/12/2016	W	Workshop Day - writing an annotated bibliography	Read/note 1 source article	
10/14/2016	F	Inauguration Day - no classes		
10/17/2016	M	Ch5: Social Structure		7
10/19/2016	W		2 SITN	
10/21/2016	F	Ch2: Social Theory		
10/24/2016	M			8
10/26/2016	W	Ch6: Culture, Media & Communication	2 SITN	
10/28/2016	F			
10/31/2016	M	Midsemester Break - no classes		
11/2/2016	W	Ch 17: Crime, Deviance & Social Control		9
11/4/2016	F			
11/7/2016	M	Ch 10: Social Stratification, Inequality & Poverty		10
11/9/2016	W		2 SITN	
11/11/2016	F			
11/14/2016	M	Exam 2		11
11/16/2016	W	Ch 11: Race & Ethnicity		
11/18/2016	F			
11/21/2016	M		Culture paper	
11/23/2016	W, F	Thanksgiving break - no classes		
11/28/2016	M	Ch 12: Gender & Sexuality		12
11/30/2016	W		2 SITN	
12/2/2016	F			
12/5/2016	M	Ch 16: Health & Medicine		13
12/7/2016	W			
12/9/2016	F			
12/12/2016	M	RP-P presentations	Final RP-P, presentations	14
12/14/2016	W	RP-P presentations		
12/16/2016	F	RP-P presentations		
12/21	W	Exam 3 @8am		

Attendance & Participation

You already know attendance is important in this class. But prioritizing and making hard decisions about your time is a learned skill, and you can practice that here too.

You have the option to use, without penalty or question, **three personal days**. You might choose to save these for when you're sick; you might need to use them when you travel for athletics; you might wish to observe religious holidays other than the College's; you might just want to go sledding or sleep in. You don't even have to tell me why. I suggest choosing carefully. You don't, of course, have to use both of them, and they do NOT allow you extensions on work due, quizzes, or exams.

After three absences, each additional absence will cost you 3% of your final grade. With otherwise perfect grades, if you miss more than 10 days total, you will not pass the class. Students who have need of special accommodations or encounter emergency situations during the class should talk to me ASAP.



To redeem, cut out, write your name, and bring to the next class period.

Who's Herbert Blumer? An American sociologist (1900-1987) who developed the *Symbolic Interactionism* theoretical perspective, in a 1969 book of that name. He challenged reigning ideologies of *behaviorism* and of *positivistic* methodologies. Blumer played pro football for the Chicago Cardinals while completing his doctorate, and then originated the sociology department at Berkeley.

Source: http://en.wikipedia.org/wiki/Herbert_Blumer

Image: http://www.lib.berkeley.edu/uchistory/archives_exhibits/in_memoriam/catalog/blumer_herbert.html

Name: _____

Class: Gen Soc 1125-03, Fall 2016

Date missed: _____

Name: _____

Class: Gen Soc 1125-03, Fall 2016

Date missed: _____

Name: _____

Class: Gen Soc 1125-03, Fall 2016

Date missed: _____