

final thoughts...



E-mail Policy: E-Mail is an excellent resource and I welcome students to use e-mail to ask questions regarding class material or for clarification of assignments. I will try to respond to your e-mail as soon as I can; however, students should be aware that I do not necessarily check my e-mail every day, and thus there is no guarantee that I will respond in a timely fashion. If you have a question or concern in need of an immediate response you should call my office and /or come to office hours. In addition, please be advised that I will NOT discuss your grades via e-mail and any questions of this nature must be discussed with me during my office hours. I DO NOT ACCEPT class assignments (paper, exams, etc.) through e-mail. Rather; they are to be uploaded on CANVAS. If a student misses a handout, they should go to CANVAS or come to my office to collect one (I have copies of all handouts distributed in class outside my office door and /or on CANVAS).

Please e-mail me through Canvas, if this is not possible then be sure to put SOC 101 in the subject line.



Cell Phones and all other devices (tablets, laptops, etc.) are to be off or silenced during class. Please be sure these devices are put away out of view during class; there is no text messaging, web browsing, etc., during class.

Students with Disabilities

The University has a legal responsibility to provide accommodations and program access as mandated by Section 54 and the Americans with Disabilities Act (ADA). The university's philosophy is to not only provide what is mandated but also convey its genuine concern for one's total well-being. If accommodations are needed, please contact the instructor as well as the Disability and Assistive Technology Center (DATC), located in 609 LRC. DATC contact information:

- ◆ (715) 346-3365 (Voice)
- ◆ (715) 346-3362 (TDD only)
- ◆ via email at datctr@uwsp.edu

Grades

Letter grades will be assigned based on the percentage of the possible points that are earned. The point system may be revised. Bring your syllabus and reading schedule to class so you can note any changes.

Grade	Percent
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	59 & below

Fall 2019

Monday and Wednesday
9:30 AM-10:45 AM
128 CCC



Syllabus

SOC 101 Introduction to Sociology



This course will provide students with a general understanding of the field of sociology. As an introduction to the discipline of sociology, this course will introduce students to sociological theories, concepts, methodology, and areas of substantive concern.

SOC 101 meets the GEP Investigation level Social Science requirement and the Cultural and Environmental Awareness U.S. Diversity requirements

Social Science Learning Outcomes

- ◆ Explain or apply major concepts, methods, or theories used in the social sciences to investigate, analyze, or predict human behavior.
- ◆ Examine and explain how social, cultural, or political institutions influence individuals or groups

U.S. Diversity Learning Outcomes

- ◆ Describe the various dimensions of diversity and marginalization within the United States.
- ◆ Explain the means by which one or more persistently marginalized groups in the U.S. have negotiated the conditions of their marginalization.



Student Engagement Expectation

Attend Class: Due to the active role students play in this course, regular attendance is strongly encouraged. While attendance may not be checked daily, excessive absences will negatively affect your final grade. There will be random attendance days where points will be given. Students not in class will not receive these points. Students are responsible for all information and assignments missed during their absences—including announcements concerning any changes in the course schedule.



Complete Assigned Reading: Students are expected to have completed the assigned readings prior to coming to class (see schedule of readings). Come to class prepared to ask questions and to discuss the readings of the day.

Participate : Student engagement is directly linked to success in the classroom, and when you are engaged in the classroom, you become a full participant in what you're learning. A large portion of this class will be devoted to discussion and group activity. Students are expected to contribute their viewpoints regarding assigned readings and topics during class discussion .

3 Major Theoretical Perspectives in Sociology

	Structural-Functional Approach	Social-Conflict, Gender-Conflict, and Race-Conflict Approaches	Symbolic-Interaction Approach
What is the level of analysis?	Macro-level	Macro-level	Micro-level
What image of society does the approach have?	Society is a system of interrelated parts that is relatively stable. Each part works to keep society operating in an orderly way. Members generally agree about what is morally right and morally wrong.	Society is a system of social inequalities based on class (Marx), gender (gender-conflict theory and feminism), and race (race-conflict theory). Society operates to benefit some categories of people and harm others. Social inequality causes conflict that leads to social change.	Society is an ongoing process. People interact in countless settings using symbolic communications. The reality people experience is variable and changing.
What core questions does the approach ask?	How is society held together? What are the major parts of society? How are these parts linked? What does each part do to help society work?	How does society divide a population? How do advantaged people protect their privileges? How do disadvantaged people challenge the system seeking change?	How do people experience society? How do people shape the reality they experience? How do behavior and meaning change from person to person and from one situation to another?

Student Rights and Responsibilities

This class will adhere to all guidelines established in the UWSP Community Rights and Responsibilities. If you are not fully aware of these rights and responsibilities please see the Student Rights and Responsibilities available in PDF format at <http://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>, specifically you may wish to examine Chapter 14—Student Academic Standards and Disciplinary Procedures.

Class Assignments and Expectations

Collaborative Contribution: (50-100 points)

There will be several individual and group in-class assignments given throughout the semester including small group work, presentations, or in class writing assignments. These assignments will be completed in class. Students not in class on these days will not receive these points.

Video Review: (100 points) This class will watch several in-class videos. Each student is expected to write **one** video review paper for up to 100 points. The Video Review guidelines and general expectations will be discussed in class. You have one week from the video viewing to hand in your review paper. I will not accept late video reviews.

Quizzes: (100 points) There are 3 or more CANVAS quizzes. There will also be up to four unannounced quizzes in class. Quizzes are worth 25 points each. The top four quizzes count toward your grade. I will discuss my quiz policy in class. Students not in class on quiz days will receive a zero. With the exception of documented emergencies, No Make Up

Exams: (300 points) Three exams will be given during the semester plus a comprehensive final exam. The exams will cover information from class lectures, audio-visual materials, and the readings indicated on the course schedule. You are responsible for all readings even if they are not discussed specifically in class. Dates for exams are on the course schedule. Any changes in exam dates will be announced in class. Each of these exams is worth 100 points. Students have the option of either dropping the lowest exam score or not taking the final. With the exception of documented emergencies, **No Make Up** exams will be given.

CANVAS Policy

All class assignments, course material, and grades will be posted on CANVAS. Students are expected to check CANVAS at least twice a week. Any errors or concerns regarding CANVAS postings must be discussed with the instructor within two weeks of posting. Each student is expected to check CANVAS by Thursday the first week of class (10 points).

Dorothy R. De Boer, Ph.D.

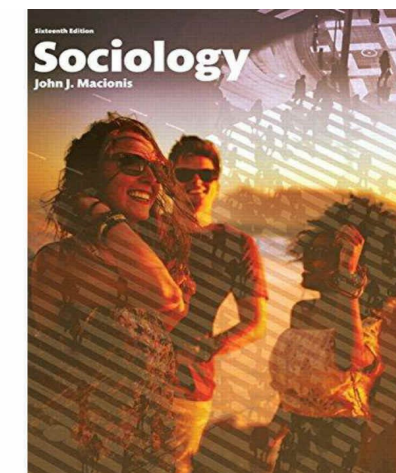
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Office : 450 Collins Classroom Center
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please see e-mail policy*

Office Hours

**Monday and Wednesday 11:00-11:50
Thursday 10:00-10:50
Virtual office hours TBA**

Each student is strongly encouraged to meet with me individually at least once during the semester in order to discuss their status in the class, review notes, address questions, etc. In addition to regular scheduled office hours, students are also welcome to make appointments for other times or to call me at home. Occasionally, I may have to cancel office hours, and I will make every effort to announce this in class. If I cannot make it in on a day when I have a scheduled appointment I, will make every effort to call you so that we can reschedule. It is, therefore, important that you give me your current phone number when making appointments, especially if it differs from what is listed in the student directory.

Class textbook



Spring 2019
Soc 101
Tentative Schedule

Week	Date	Topic	Reading	Tentative Film
Week 1	1/23	Introduction to class	Chapter 1	
Week 2	1/28	Sociological Investigation	Chapter 1	
	1/30			
Week 3	2/4	Blended /Film class on Canvas	Chapter 2	Quiet Rage
	2/6	Sociological Investigation	Chapter 2	
Week 4	2/11	Culture	Chapter 3	2/13 Canvas quiz 1 available
	2/13			
Week 5	2/18	Exam 1 Review		Canvas quiz closes 9 PM
	2/20	Exam 1		
Week 6	2/25	Socialization	Chapter 5	
	2/27	Social Interaction	Chapter 6	
Week 7	3/4	Social Interaction	Chapter 6	
	3/6	Blended /Film class on Canvas	Chapter 9	FILM TBA
Week 8	3/11	Deviance	Chapter 9	Canvas quiz 2 available
	3/13			
Week 9	3/18	Spring Break		
	3/20			
Week 10	3/25	Exam 2 Review		Canvas quiz closes 9 PM
	3/27	Exam 2		
Week 11	4/1	Blended /Film class on Canvas	Chapter 11	People Like Us
	4/3	Social Class	Chapter 11	
Week 12	4/8	Social Class	Chapter 11	
	4/10			
Week 13	4/15	Blended /Film class on Canvas	Chapter 13	The Mask We Live In
	4/17	Gender		
Week 14	4/22	Race and Ethnicity	Chapter 14	Canvas quiz 2 available
	4/24	Blended /Film class on Canvas		ANGRY EYE
Week 15	4/29	Exam Review		Canvas quiz closes 9 PM
	5/1	Exam 3		
Week 16	5/6	Student Consultations	Come to class with any questions	
	5/8	Final Exam Review		
FINAL EXAM	Monday 5/13	12:30-2:30		

Film Review Guidelines

This is an individual assignment, and each student will receive an individual grade. In this class, we will watch several videos, and you are expected to write a review on **one** of these videos. The video review will be based in part on class discussion of the video, your readings, and your individual reaction. While this is an individual assignment, you are encouraged to talk to your classmates about the video and corresponding class readings before handing in your review. Please note that this assignment should be completed following the guidelines specified below and should be typed, double-spaced, have 1-inch margins on all sides, use 12-pt font (Times New Roman or Courier is the recommended font). Please do not have extra spacing between sections. Also, please proofread and spell checked. Before completing this assignment, I suggest you look at the samples available from previous years. These will be available to examine in the Sociology department (488A CCC).

Please note you are to turn in **one** video review during the semester. You can select any video you wish to review. All video reactions must be uploaded into Canvas one week from the date of viewing. **PLEASE USE THE FOLLOWING FORMAT FOR THIS ASSIGNMENT- INCLUDING NUMBERING EACH SECTION.**

1. Name, class, and section (5) Dorothy De Boer SOC 101 sec 1
2. SUMMARY (25) A brief summary of the video should be provided.
3. CLASS CONNECTION (50) In this review you need to connect the video to this class. Specifically, you must demonstrate you have not only viewed the video but also put some thought into it and can connect it to class lecture and readings. When appropriate, discuss specific theories or concepts from text, lecture or reserve reading that the video supports (or rejects). All terms or concepts used from the text or lecture must be defined and discussed. Do not simply mention a class concept in passing. We will typically discuss each video in class, and your review may touch upon some of the points brought out in class discussion. Please examine the sample video reviews before completing your review. **This section of the assignment should be a minimum of two pages in length (about 550 words).**
4. PERSONAL REACTION (20) Discuss your personal reaction to this video presentation. Do you agree or disagree with the basic premise of the video? When appropriate you may wish to apply the main premise of the video to individual life experiences.

Please note the complete assignment should be a minimum of 3 pages (**750** plus words).