

**SOC 101: Introduction to Sociology (Section 8)**  
**Fall 2016**

**Instructor:** Dr. Maggie Bohm-Jordan  
**Lecture:** Tuesday & Thursday: 3:35PM – 4:50PM, Collins Classroom Center (CCC) 303  
**My Office:** CCC 458  
**Office Hours:** T/R: 9-11am, M 2-4pm 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).

**Course Learning Outcomes**

*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 (Required)**

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

**Additional Course Materials**

Certain course materials will be made available for download from the Desire2Learn system (D2L) → “Content” section. Announcements will be made in class and through email.

**Grading**

<i>In-Class Assignments</i>	<i>15 (3 points each)</i>
<i>Assignment 1</i>	<i>10</i>
<i>Assignment 2</i>	<i>15</i>
<i>Midterm exam</i>	<i>30</i>
<i>Final exam</i>	<i>30</i>
<i>Total</i>	<i>100</i>

A: 93-100, A- :90-92.99
B+: 87-89.99, B: 83-86.99, B- : 80-82.99
C+: 77-79.99, C: 73-76.99, C- : 70-72.99
D+: 67-69.99, D: 63-66.99, D- : 60-62.99
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 D2L as soon as they become available.

**In-Class Assignments**

There will be a series of 5 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). Each of these will be worth 3 points/percent. Altogether they are worth 15 percent.

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 3 points by simply missing the in-class assignment***). Once you miss an in-class assignment, you will not be able to make it up.

***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, 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.***

Assignment 1: Breaching Experiment

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

This 2-page typed paper (double spaced, Times New Roman, 12 font, 1-inch margin) will analyze the experiment. Student will discuss:

1. Cover page
2. Brief introduction of Your selected breaching experiment
3. Reason: Why did you select this experiment
4. Linkage to textbook
5. Outcome: Did the experiment agree/disagree with your outcome prediction
6. Future implications
7. Reference (if any)

Assignment 2: Current Event Issue

This 2-page typed paper (double spaced, Times New Roman, 12 font, 1-inch margin) will analyze a current event of student's choosing between 2010 to present from a magazine. Student will discuss:

1. Cover page
2. Introduction: What is your current event issue?
3. Which theoretical perspective "best" fits in this current issue.
4. Who/what/where is affected by this current issue?
5. Describe possible solutions for this current issue.
6. Conclusion
7. References (separate page and excluded from the 2-pages)

Exams

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 the middle of the semester. The midterm exam includes at least 50 multiple-choice questions and some short-answer/essay questions. The midterm exam is worth 30 percent. **Final exam** will be given on **Monday December 19 at 5:00PM – 7:00PM, CCC 303**. 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 percent. 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" above for more information about what qualifies as proper documentation.)

**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.*

### **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. Students can visit the UWSP Tutoring-Learning Center <http://www.uwsp.edu/tlc/Pages/writingReadingTutorials.aspx> and the Purdue Online Writing Lab for further resources: <https://owl.english.purdue.edu/owl/resource/589/01/>

### **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 September 6/8	Ch. 1: The Sociological Perspective	
Week 2 September 13/15	Ch. 2: Culture	
Week 3 September 20/22	Ch. 3: Socialization	
Week 4 September 27/30	Ch. 4: Social Structure and Social Interaction	
Week 5 October 4/7	Ch. 6: Societies to Social Networks Ch. 7: Bureaucracy and Formal Organization	
Week 6 October 11/13	Ch. 8: Deviance and Social Control	
Week 7 October 18/20	10/18: Discuss Breaching Experiments 10/20: <b>Midterm Exam</b> (Chapters 1,2,3,4,6,7,8)	Assignment 1 due October 18
Week 8 October 25/27	Ch. 9: Global Stratification	
Week 9 November 1/3	Ch. 10: Social Class in the United States	
Week 10 November 8/10	Ch. 11: Gender & Age	
Week 11 November 15/17	Ch. 12: Race & Ethnicity	
Week 12 November 22	Ch. 16: Marriage and Family	
Week 13 Nov 29/ Dec 1	Ch. 16: Marriage and Family cont.	
Week 14 December 6/8	Ch. 19: Medicine and Health	
Week 15 December 13/15	Ch. 20: Population and Urbanization	Assignment 2 due December 15
<b>*** Final Exam ***</b> <b>(December 19: Monday at 5:00PM – 7:00PM, CCC 303</b> Chapters: 9,10,11,12,16,19,20		

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