

Fall 2023

SOC 101-05: Introduction to Sociology

Instructor: Dr. Maggie Böhm-Jordan

Lecture: Tuesday & Thursday 11:00-12:15PM. CPS 230

Office Hours: SCI B333. M/W/F 9:00-12:00pm or by appointment

E-mail: mbohmjor@uwsp.edu (please put "SOC 101-06" in the email subject line)

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).

GEP Category:	<i>Upon completing this requirement, students will be able to:</i>
Social Sciences	<ol style="list-style-type: none">1. Explain or apply major concepts, methods or theories used in the social sciences to investigate, analyze, or predict human behavior.2. Examine and explain how social, cultural, or political institutions influence individuals or groups.
U.S. Diversity	<ol style="list-style-type: none">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.2. Explain how individuals or groups in the United States have responded to the experience of discrimination and inequality.3. Demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States.

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

1. Describe major concepts used by sociologists to investigate human behaviors and social phenomena, including theory, social interaction, social organization, and social inequality (SS LO1)
2. Examine and explain how social, cultural, or political institutions influence individuals or groups. (SS LO2)
3. Analyze the diversity of human groupings based on race/ethnicity, gender, class, national origin, religion, family status, etc. (USD LO1)
4. Evaluate the various kinds of inequality, discrimination, and marginalization in human society (USD LO2)
5. Demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States. (USD LO3)
6. 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.

Textbook (Required)

Kerry Ferris and Jill Stein. 2022. *The Real World: an introduction to sociology*, 8th Ed. Norton

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>Assignment 1</i>	20% (15% paper, 5% present)	B+: 87-89.99, B: 83-86.99, B-: 80-82.99
<i>Assignment 2 & 3</i>	20% (10% each)	C+: 77-79.99, C: 73-76.99, C-: 70-72.99
<i>Assignment 4</i>	15%	D+: 67-69.99, D: 63-66.99, D-: 60-62.99
<i>Midterm & Final</i>	40% (20% 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

Exams (Midterm and Final)

There will be two exams. The exams will draw questions from lecture materials, readings, in-class assignments, and video clips played in class. Each exam includes at least 50 multiple-choice questions and some short-answer/essay questions. ***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.)

Assignments

There are 4 assignments: Breaching experiment (and a presentation), documentary analysis on Poor Kids and The mask you live in, and current event/social change. More information will be discussed in class and all are due on Canvas on Friday by 11:59pm.

Assignment 1: Breaching Experiment (SS LO2) (USD LO2, LO3)

Student will select a breaching experiment of their 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. It can be a group experiment, but each person will need to write their own paper. More information will be posted on Canvas. 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 2: Poor Kids (SS LO1, LO2) (USD LO1 LO2)

An outline format paper 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)

Assignment 3: The Mask you live in (SS LO1, LO2) (USD LO2)

An outline format paper 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)

Assignment 4: Current Event/Social Change (SS LO1 LO2) (USD LO2)

A minimum of 4 full text-page typed paper (double spaced, Times New Roman, 12 font, 1-inch margin) utilizing at least 5 sources (scholarly peer reviewed journal article). Student will construct a written analysis of a current event in which they will apply a sociological theoretical perspective to interpret the issue, identify the individuals' affected by the issue, and propose a possible social change 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. What’s going to happen in the future? How will things change?
6. Conclusion
7. Reference in APA or ASA citation format (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>. The Tutoring-Learning Center (TLC) helps students in all disciplines become more effective, confident learners. We believe all learners benefit from sharing work with knowledgeable, attentive tutors. The TLC offers four tutoring services:

- **Academic Coaching:** Build skills in studying, time management, test-taking, online learning, and more.
- **Course Content:** Practice problems, deepen understanding, and prepare for exams in natural resources, STEM, World Languages, and more.
- **Reading/Writing:** Brainstorm and refine papers, essays, lab reports, citations, résumés, scholarship applications, personal writing, and more.
- **Tech Essentials:** Develop computer literacy and learn to use UWSP-related applications such as Canvas, Microsoft 365, and Zoom.

To **make an appointment**, students can self-schedule using Navigate, contact us at tlctutor@uwsp.edu or 715-346-3568, or stop into CCC 234.

As for **directing specific students to the TLC** or recommending TLC support for **specific assignments**, something like the following works well:

If you would like some help [organizing ideas for your paper, receiving constructive criticism of a draft, studying for an upcoming test, understanding a specific concept, etc.], [make an appointment with a TLC tutor through Navigate or submit writing directly for written feedback to our Online Writing Lab.](#)

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 Friday 11:59pm
Week 1 Sep 5/7	Introduction and Syllabus Ch. 1: The Sociological Perspective	
Week 2 Sep 12/14	Ch. 3: Culture	Critical Thinking Quiz
Week 3 Sep 19/21	Ch. 4: Socialization, Interaction, and the Self	
Week 4 Sep 26/28	Ch. 5: Separate and Together: Life in Groups	
Week 5 Oct 3/5	Ch. 6: Deviance	
Week 6 Oct 10/12	Ch. 7: Social Class: The structure if inequality	Assignment 1: Breaching experiment
Week 7 Oct 17/19	Breaching experiment Presentations	Midterm Exam (Chapters 1,3,4,5,6,7)
Week 8 Oct 24/26	Breaching experiment Presentations Ch. 8: Race & Ethnicity as Lived Experience	
Week 9 Oct 31 Nov 2	Ch. 8: Race & Ethnicity as Lived Experience Ch. 9: Constructing Gender and Sexuality	Assignment 2: Poor kids
Week 10 Nov 7/9	Ch. 9: Constructing Gender and Sexuality Ch. 12: Life at Home: Families and Relationships	
Week 11 Nov 14/16	Ch. 12: Life at Home: Families and Relationships	Assignment 3: Mask you live in
Week 12 Nov 21	Ch. 14: Health and Illness	
Week 13 Nov 28/30	Ch. 14: Health and Illness	
Week 14 Dec 5/7	Ch. 15: Population, Cities, and the Environment	
Week 15 Dec 12/14	Ch. 16: Social Change	Assignment 4: Current event & social change
Final Exam: Chapters: 9, 10,11,12,16, 20		

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

Add/drop without grade: September 14th
Last day to drop: November 10th