

SOC 101: Introduction to Sociology (Section 7) **Fall 2018**

Instructor: M. David Chunyu, Ph.D.
Lecture: Tu Th, 3:30PM – 4:45PM, Collins Classroom Center (CCC) 303
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Office Hours: Tu Th Fr, 10:00AM – 10:50AM; We, 3:00PM – 3:50PM; 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 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. 2017. *Sociology: A Down-to-Earth Approach*. 13th Edition. Pearson.

Additional Course Materials

Certain course materials (the instructor's lecture slides, review exercises, etc.) will be made available for download from the Desire2Learn system (D2L) → "Content" area.

The instructor will also hand out various types of materials (announcements, assignments, additional reading, etc.) and show many video clips in class. These in-class handouts 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 assignments and 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 assignments and 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 (also see the "Grading Scale" section below about the calculation of "TOTAL POINTS").

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

- | | | |
|--------------------------------------|-------------------------|------------------|
| ➤ <i>In-Class Assignments</i> | <i>20 Points</i> | |
| ➤ <i>Exams</i> | <i>80 Points</i> | |
| ❖ <i>1st exam</i> | | <i>25 points</i> |
| ❖ <i>2nd exam</i> | | <i>25 points</i> |

❖ *Final exam*

30 points

Max Total = 100 Points**In-Class Assignments (20 Points)**

There will be a series of unannounced in-class assignments spread randomly over the semester. Each of these in-class assignments is worth a certain number of grade points, ranging from 1 point to 4 points. Altogether they are worth 20 points.

Most of these assignments take the form of short-answer or essay questions; some assignments also include a few standardized questions (true-false, multiple-choice, item matching, etc.). Typically, these in-class assignments are related to the day's or the previous day's lecture, reading, and/or video clips played in class. 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).

Most of these in-class assignments shall be done without using the reading materials and lecture notes, purely reflecting what learning the students have retained and/or how much they have thought about the relevant topics. Occasionally students may be allowed to use their notes and/or reading materials to facilitate their completion of the assignments. So, students shall pay close attention to the instructions while working on the assignments.

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 the 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 students 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/adviser's note, a court order/subpoena, wedding invitation, obituary/visitation/funeral notice, and the like, and the proper documentation shall be provided to the instructor in hard copy or as an electronic file so that the instructor can keep it in his record. 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, whether given weeks in advance or in the last minute, cannot be accepted as proper documentation, and a student's request in that case will ***NOT*** be granted. ***ONCE AGAIN, A SELF-NARRATION DOES NOT COUNT AS DOCUMENTATION.***

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: two midterm exams and one final exam. All exams will be closed-book, in-class exams. The exams questions will be based on lectures, reading, review exercises, assignments, and video clips played in class.

The dates of the two midterm exams will be announced in advance. The midterm exam format will be multiple-choice questions only. Each midterm 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 ***Tuesday, December 18 at 12:30PM – 2:30PM***. The final exam includes at least 50 multiple-choice questions and some short-answer and/or essay questions. The short-answer and/or essay questions may be cumulative. The final exam is worth 30 points.

Take careful note of the exam schedules, especially the date and time of the final exam, because the final exam schedule is usually not the same as the regular class meeting schedule. ***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.]

To help students prepare for the exams, the instructor will distribute review exercises for each chapter online and post them in the “Content” area 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 very relevant to the exams. Because the video clips are typically 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).

ONCE AGAIN, NEITHER EARLIER NOR MAKE-UP EXAMS WILL BE OFFERED EXCEPT IN DOCUMENTED CONFLICTS OR EMERGENCIES.

Bonus Points (Optional)

There might be opportunities for students to earn extra credits/bonus points.

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 → "Grades" area as soon as they become available. A distinct grade item will also be created in D2L → "Grades" area to show students' "TOTAL POINTS" in the end. (*Note: "Final Calculated Grade" and "Final Adjusted Grade" in D2L → "Grades" area 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, old 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 are designed

to help students digest and reinforce the learning from the instructor's lectures and the reading materials and also 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 encourage students to be actively involved in the learning process.

Classroom Etiquette

The classroom is a learning environment and an academic community. All members of this community, students and instructor alike, have a special obligation to preserve an atmosphere conducive to the freedom to teach and to learn. What is essential to preserve such freedom is a culture of respect that honors the rights, safety, dignity, and worth of every individual. For that reason, all members of this community are expected to show courtesy, civility, and respect for one another.

Part of that obligation to maintain a positive learning environment is to ensure that the behavior of any individual does not disrupt the process of teaching and learning. Accordingly, students shall do their best to minimize disruptions that can distract from their own learning and that of their peers. Students are expected to come to class on time and not to leave early except in the case of emergency situations. Please plan your bathroom breaks, food/beverage needs, cell phone calls/texts, work schedules, and other socialization activities 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, an object, an artifact, or an activity.

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.

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

UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center (DATC) on the 6th floor of Albertson Hall (library) as soon as possible. DATC will then coordinate with me in helping you receive the proper accommodations and auxiliary aids. DATC can be reached at 715-346-3365 or datctr@uwsp.edu. You can also find more information here: <http://www.uwsp.edu/datc>.

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: <https://www.uwsp.edu/dos/Documents/CommunityRights.pdf#page=11>. 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.

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.

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COURSE OUTLINE

DATES	TOPICS/ACTIVITIES	READING
Part I. The Sociological Perspective		
09/04 – 09/06	<p><i>The Sociological Perspective</i></p> <p><u>Key Topics:</u></p> <ol style="list-style-type: none"> 1. What is the sociological perspective? 2. Sociology, social sciences, and science 3. Origins of sociology 4. Three major theoretical perspectives in sociology <ol style="list-style-type: none"> a. Functional analysis (structural functionalism) b. Conflict theory c. Symbolic interactionism 	Henslin Ch. 1.
09/11 – 09/13	<p><i>Culture</i></p> <p><u>Key Topics:</u></p> <ol style="list-style-type: none"> 1. What is culture? 2. Nonmaterial (symbolic) culture 3. Subcultures and countercultures 4. Values in U.S. society 5. Cultural universals 	Henslin Ch. 2.
09/18 – 09/20	<p><i>Socialization</i></p> <p><u>Key Topics:</u></p> <ol style="list-style-type: none"> 1. Society makes us human 2. Socialization into the self and mind 3. Socialization into gender 4. Agents of socialization 5. Re-socialization 6. Socialization through the life course 	Henslin Ch. 3.
09/25 – 09/27	<i>Social Structure and Social Interaction</i>	Henslin Ch. 4.

Key Topics:

1. Levels of sociological analysis
2. The macrosociological perspective: social structure
3. Social institutions
4. The microsociological perspective: social interaction in everyday life
5. The need for both macrosociology and microsociology

10/02

***** First Midterm Exam *** (CCC 303)**

Part II. Social Groups and Social Control

10/04 – 10/09

Societies to Social Networks

Henslin Ch. 6.

Key Topics:

1. Societies and their transformation
 - a. Hunting and gathering societies
 - b. Pastoral and horticultural societies
 - c. Agricultural societies
 - d. Industrial societies
 - e. Postindustrial societies
 - f. New type of society emerging
2. Groups within society
 - a. Primary groups and secondary groups
 - b. In-groups and out-groups
 - c. Reference groups
 - d. Social networks
3. Group dynamics

10/11 – 10/23*

Deviance and Social Control

Henslin Ch. 8.

Key Topics:

1. What is deviance?
2. The symbolic interactionist perspective
3. The functionalist perspective
4. The conflict perspective
5. Reactions to deviance

*10/16 – 10/18 TBA

Part III. Social Inequality

10/25 – 10/30 *Global Stratification* Henslin Ch. 9.

Key Topics:

1. Systems of social stratification
2. What determines social class?
3. Why is social stratification universal?
4. How do elites maintain stratification?
5. Global stratification: Three worlds
6. How did the world's nations become stratified?
7. Maintaining global stratification

11/01 – 11/06 *Social Class in the United States (Part 1)* Henslin Ch. 10.

Key Topics:

1. What is social class?
2. Updated models of social class
3. Consequences of social class
4. Social mobility

11/08 * Second Midterm Exam *** (CCC 303)**

11/13 *Social Class in the United States (Part 2 – Poverty)* Henslin Ch. 10.

Key Topics:

1. What is poverty?
2. Who are the poor?
3. Dynamics of poverty
4. Why are there poor people?

11/15 – 11/20 *Sex and Gender* Henslin Ch. 11.

Key Topics:

1. Sex vs. gender

2. Gender inequality in global perspective
3. Gender inequality in the U.S.
4. Gender inequality in the workplace
5. Gender and violence
6. The changing face of politics

11/22

NO CLASS! HAPPY THANKSGIVING!

11/27 – 12/04

Race and Ethnicity

Henslin Ch. 12.

Key Topics:

1. Race vs. ethnicity
2. Prejudice and discrimination
3. Theories of prejudice
4. Spectrum of intergroup relations
5. Racial and ethnic groups in the U.S.

Part IV. Social Institutions

12/06 – 12/11

Marriage and Family

Henslin Ch. 16.

Key Topics:

1. Marriage and family in global perspective
2. Marriage and family in theoretical perspective
3. The family life cycle
4. Diversity in U.S. families
5. Trends in U.S. families
6. Divorce and remarriage
7. Two sides of family life

Part V. Social Change

12/13

Population and Urbanization (Part I)

Henslin Ch. 20.

Key Topics:

1. Population in global perspective
2. A planet with no space for enjoying life?

- a. The Malthus theorem and the new Malthusians
 - b. The anti-Malthusian perspective
 - c. Why are (some) people starving?
3. Population growth
- a. Why do poor nations have so many children?
 - b. Population pyramids
 - c. The three demographic variables
 - d. Forecasting population growth

12/18

***** Final Exam *** (Tuesday, 12:30PM – 2:30PM, CCC 303)**

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