

Sociology 101-T9
Principles of Sociology
Spring 2016

Instructor: Kathryn Brown-Tracy	Class: T/R, 11:00-12:15
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Course Description

This course is a study of the major concepts used in the field of sociology. Emphasis is placed on understanding the impact of society on our lives, and on increasing our effectiveness in controlling our destinies. A range of sociological topics to be covered are sociological perspectives, sociological methods, socialization, gender stratification, class inequality, and race and ethnic relations. We will examine some of the major social institutions in society, including the family and education.

Why Take a Sociology Course?

Do women and men have different styles of communicating? When someone asks, "How are you?" what is it they really want to know? Why does 1% of the United States population own 40% of the nation's wealth? Why do we call people Latino or Asian-American when not all Latinos or Asian-Americans look the same, are from the same country or even speak the same language? These are the kinds of questions sociology can help us answer. Bring your imagination, and burning curiosity about the world and the people in it and we'll learn why sociology should matter to you.

Required Reading

SOCIOLOGY THE ESSENTIALS, Eight Edition, by Margaret L. Andersen, Howard F. Taylor with Kim A. Logio

Course Goals

- To develop and use a sociological imagination as a tool for understanding the basic concepts, theoretical perspectives and methods of inquiry.
- To achieve an understanding of the connection between our personal experiences, the social context, and historical period in which we live.
- To examine how various social forces control and shape individual lives and whole cultures.
- To strengthen critical thinking skills and analytical skills by reading and writing critically and integrating ideas and concepts from the course material.
- To apply critical thinking skills to understand social problems and relationships between social forces and individual perceptions.
- To learn ways to transform personal, social relationships and structures.
- Developing an understanding and tolerance for different peoples and viewpoints.

Class Format

The in-class format will be a combination of small group discussion, some lectures, open discussion and small group activities. I will attempt in as much as possible to be a facilitator for student learning, rather than a disseminator of information. Class discussion in small groups and as a whole will form the most significant learning mode. **Participation is essential to making this class a success.** Each individual brings a wealth of knowledge and experience—we can all learn together through sharing our respective insights.

Course Policies

Attendance: Attendance is expected. A sign-in sheet is provided to note attendance and absences. If you miss class more than two times, 5 points will be taken off your final grade for each additional missed class. Lateness is disruptive so two late arrivals or early departures will be counted as one missed class.

Students are responsible for all missed materials in class and are responsible for getting notes from another student. *Do not contact the instructor for a review of class material covered.*

Inclement Weather/Illness: In case of illness or inclement weather I will send an email out alerting you that class is cancelled. In order to alleviate any confusion please check your email before coming to class as this will save you from making an unnecessary trip to the college. If there is any doubts, please check the college website to verify a class cancellation due to inclement weather.

Participation: Students are expected to actively engage in the course, by being prepared for and participating in all class sessions. **Reading the assignments before class is necessary for good discussions.** As you read, keep the following questions in mind:

- What is the reading about? What is the main point?
- Are the arguments persuasive?
- Does the analysis apply to my life/culture?
- What is the most interesting thing I learned from the reading?

You will be responsible for reading all of the chapters assigned in the textbook even if class lectures do not cover each chapter in depth. Rather than try to cover everything on the surface we will delve deeper into select chapters as time allows.

In-Class Conduct: Use of cell phones is not allowed during classroom hours. Anyone texting or using their cell phone during class may be asked to leave the class. Keep cell phones in purse or backpack so as to not be tempted to use them.

Assignments: I expect all assignments to be turned in by the due date indicated in this syllabus. However, I am aware that this expectation is not always met. As a result, I will be using the following late policy for all assignments submitted past the indicated due date:

1. Students must receive permission from the instructor in order to submit a late assignment. If a student is using the grace period for an assignment, please notify me.
2. Late assignments will not be accepted after a one-week grace period. Papers not submitted in class must be put in the instructor's mailbox prior to the next class. Papers will not be accepted through email this semester.
3. If not notified of using grace period for a late paper, **10 points** will be deducted from a late assignment.
4. Accepted extenuating circumstances include inclement weather, illness, family death or other emergency, and other situations discussed with me. You will not lose points or use up your grace period in these situations. You must contact me as soon as possible to discuss these circumstances.

Academic Integrity at Three Rivers

Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond the College. In this class and in the course of your academic career, present only your own best work, clearly document the sources of the material you use from others; and act at all times with honor (TRCC Faculty Handbook, 2011-2012: 2).

NOTE: Adjustments or changes to the syllabus may be made by the instructor with appropriate student notification

Writing Center/Tutoring Center: if you find yourself struggling with any aspect of the course work please make an appointment to see me or seek help from the Writing Center or the Tutoring and Academic Success Center.

Disabilities statement: If you have a question regarding a disability that may affect your progress in this course, please contact one of the college's Disability Service Providers as soon as possible. Chris Scarborough (215-9289) generally works with students who have learning disabilities or attention deficit disorder. Kathleen Gray (215-9248) generally works with students who have physical, visual, hearing, medical, mobility, and psychiatric disabilities. Matt Liscum (215-9265) also works with students who have disabilities.

Digication:

As a student you will maintain an online learning portfolio using a college-designed template in Digication. Through this electronic tool you will have the opportunity to monitor your own growth in college-wide learning. It may even help you determine a major that is best suited to you. You will be able to keep and maintain your learning portfolio after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. If your work is selected and reviewed for assessment purposes, it will remain anonymous and private. Digication provides a "place" where you will connect your learning from the classroom, college, and life in general. Sometimes when you review all of the work you have done and think about it, you end up learning something different and perhaps unexpected. Please review your course outlines to determine what assignments to upload into the TRCC Digication Template and please post your own choices, as well. Have fun in learning!

Course Requirements and Grading Scale

Grading System: This course uses a point system, with a total of 700 points. Your grade is based on the total points you earn on all graded items, according to this scale:

A 93 – 100% B 83 – 87% C 73 – 77% D 63 – 67%
A- 90 – 92% B- 80 – 82% C- 70 – 72% D- 60 – 62%
B+ 88 – 89% C+ 78 – 79% D+ 68 – 69% F Below 60%

Specific Assessments:

3 Exams (*100 points each*) 300 points (*43%*)
3 Assignments (*75 points each*) 225 points (*32%*)
10 Homework assignments (*10 points each*) 100 points (*14%*)
Attendance & Participation 75 points (*11%*)
Total 700 points

Sociology 101-6
Course Outline

Week 1 1/21	Class Overview/Introduction	
Week 2 1/26 1/28	The Sociological Perspective Andersen, Taylor, Logio, Chapter 1 The Sociological Perspective Andersen, Taylor, Logio, Chapter 1	
Week 3 2/2 2/4	Culture and the Media Andersen, Taylor, Logio, Chapter 2 Culture and the Media Andersen, Taylor, Logio, Chapter 2	
Week 4 2/9 2/11	Doing Sociological Research Andersen, Taylor, Logio, Chapter 3 Doing Sociological Research Andersen, Taylor, Logio, Chapter 3	
Week 5 2/16 2/18	Socialization and the Life Course Andersen, Taylor, Logio, Chapter 4 Socialization and the Life Course Andersen, Taylor, Logio, Chapter 4	
Week 6 2/23 2/25	Social Structure and Social Interaction Andersen, Taylor, Logio, Chapter 5 Social Structure and Social Interaction Andersen, Taylor, Logio, Chapter 5	
Week 7 3/1 3/3	Exam1 (Chapters 1-5) Groups and Organizations Andersen, Taylor, Logio, Chapter 6	
Week 8 3/8 3/10	Groups and Organizations Andersen, Taylor, Logio, Chapter 6 Groups and Organizations Andersen, Taylor, Logio, Chapter 6	Mini-project 1 due
Week 9 3/15 3/17	Deviance and Crime Andersen, Taylor, Logio, Chapter 7 Deviance and Crime Andersen, Taylor, Logio, Chapter 7	
March 19-27	Spring Break - Classes Not in Session	
Week 10 3/29 3/31	Social Class and Social Stratification Andersen, Taylor, Logio, Chapter 8 Activity: Stratification, Social Class, and Distribution of Wealth Social Class and Social Stratification Andersen, Taylor, Logio, Chapter 8 Activity: Stratification, Social Class, and Distribution of Wealth	

Week 11 4/5	Exam 2 (Chapters 6-9)	
4/7	Race and Ethnicity Andersen, Taylor, Logio, Chapter 10	
Week 12 4/12	Gender Andersen, Taylor, Logio, Chapter 11	
4/14	Gender Andersen, Taylor, Logio, Chapter 11	
Week 13 4/19	Sexuality Andersen, Taylor, Logio, Chapter 12	
4/21	Sexuality Andersen, Taylor, Logio, Chapter 12	
Week 14 4/26	Families and Religions Andersen, Taylor, Logio, Chapter 13	
4/28	Families and Religions Andersen, Taylor, Logio, Chapter 13	
Week 14 5/3	Education and Health Care Andersen, Taylor, Logio, Chapter 14	Mini-project 2 due
5/5	Education and Health Care Andersen, Taylor, Logio, Chapter 14	
Week 15 5/10	Environment, Population, and Social change Andersen, Taylor, Logio, Chapter 16	
5/12	Exam 3 (Chapters 11-14, 16) Research Paper Due	

Assignments: Mini-Projects.

The projects you must complete for this course is designed to make you conscious of what it means to act as a sociologist. The project is also aimed at personal growth. It is not a term paper, but is to be a brief report of around 5 to 6 pages. The project must be typed, double-spaced on one side of the paper only. Neatness and proper grammar are assumed expectations.

1. Mapping Your Own Status/Role Sets

Answer the following in chronological order:

1. In one column, list all of your current positions or statuses in order of their importance to you, starting with most important, and then going to least important. In a second column, next to the first, list the role-sets related to each status. For each status, note whether it is primarily ascribed, primarily achieved, or mixture.
2. Now discuss "Who Am I?" on the basis of the mapping you just did. Discuss why you rank-ordered as you did and why you seem to identify with them. Do you have a master status? Which one?
3. Now discuss the presence of conflicts you experience between the statuses and also between a status and its role reciprocals within the role set. How do you usually handle and relieve such strain? Some say that, when we are confronted with conflicting expectations, we follow the one which is more important to us, involves the strong sanctions, and carries the more specific obligations. Comment in relation to your situations.
4. Finally, comment on the applicability of social control. For example, how much do you feel controlled by the expectations of your status? Do you feel you can reject some of them if too controlling? How much of a voice do you have in determining who you are? Does this vary by the age, sex, etc. of the person involved? Finally, are you pretty much the sum of your statuses, or are you more than these?

2. Description of Change in Two Generations of the Same Family

This assignment involves exploring your cultural heritage by analyzing your family across two generations. Specifically, you are asked to compare your family (as it was when you were in high school) with the family of one of your parents (as it existed when your parent was of high school age). Rather than relying on your own impressions and recollections to answer the following questions, you will find it helpful to interview as many of your relatives as possible.

1. *Family composition*: Outline the kinship structure of each household. Specify the age of each family member.
2. *Cultural heritage*: What are the ethnic and religious ties of each family member? Specify how and to what extent these ties permeated family life, including your family and your parent's family.
3. *Social Class Position*: Specify the occupation, income and education of each parental pair to determine the socioeconomic status of their respective households, including your family and your parent's family.
4. *Sex-roles*: What were the sex-role patterns in each family? How and to what extent were these patterns reflected in the division of labor and the authority structure of each? Examine your family and your parent's family.
5. *Parent-Child Relation*: What kind of parent-child interactions were encouraged? What differences existed between the maternal and paternal roles? What was expected of children, and what types of discipline were employed? Examine your family and your parent's family.
6. *Family solidarity*: What is your assessment of the character and strength of the family bond? Examine your family and your parent's family.
7. *Specify the procedures* you employed to gather information. What difficulties did you encounter? Also, if there are areas where the respondents did not want to answer, please report that.

Research Paper

The following will be considered when evaluating your paper:

Does the author demonstrate an understanding of important sociological concepts, theories and issues?

Does the paper adequately and effectively use evidence?

How creative is the author (e.g. introduces new ideas, integrates material in an innovative way)?

Is the paper well-written in regard to clarity, grammar, and spelling?

Does the paper flow in the sentence, paragraph and paper-as-a-whole?

Does the paper make a coherent argument or statement?

What is the sociological significance of this issue? In other words, analyze the issue using a sociological framework.

How do you see that social change could (or should) be brought about in this area?

What steps could you take toward social change in this area?

You will write a paper on a controversial topic that is of sociological importance. For example, you can write on specific issues within the broad category of education, health, crime, race, class, gender, family, and so forth using theories, conceptual frameworks, statistics, or some other aspect of sociological insight in your assessment. You can investigate the pros and cons of a particular issue, say, use of the internet. Or you can take a side on an issue, for example, the role of prisons in our society. Past papers have addressed the structural-functionalist perspective on abortions, the increasing occurrences of road rage, and the importance of marriage in our society. This paper should present your ideas and voice about some issue that motivates you and that genuinely interests you. I am not looking for a particular answer or what you may perceive as something I want to read. I want to read a well-written, thoughtful, and analytical paper that is supported with scholarly evidence from books and academic journals, excluding the one for this class (so, you cannot use the book in this class in your bibliography, although you may use it to generate ideas). Five points will be awarded to the overall score if you take your paper to the Writing center and I receive word via email that someone read over your paper.

This paper must be typed, double-spaced, with standard margins, and 12 pt. font. It is expected that the paper be checked for proper grammar and spelling errors. Choose a topic or issue from this course.

Once you pick a research topic, form a research question.

For example, I am particularly interested in the topic of hate crimes.

My research question is “What factors are associated with hate crimes?”

Explain why this issue is particularly interesting or important to you (for example, it is personally relevant, politically important, and/or intellectually stimulating).

In order to answer your research question, go to our on line electronic resources and pick the search engine Academic 1, and/or Opposing Viewpoints. Once at the search engine, you will need to type in key phrases or words specific to your topic. Use a minimum of 5 books and articles where the full article is available, not just the abstract to answer your research question.

Structure your paper roughly as follows: 1 page explaining why the issue you chose is significant or interesting to you; 4-5 pages analyzing the issue sociologically (the heart of the paper); 1-2 pages discussing social change in regard to your issue.