

PRINCIPLES OF SOCIOLOGY (SOC 101) SPRING 2011

TUESDAYS 6-8:45pm

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COURSE DESCRIPTION

Sociology is the study of groups, organizations, institutions, and societies, and their influences on human behavior. Sociology goes beyond individual and psychological explanations of human behavior to look at social factors and trends that shape individual behavior and the behavior of groups and societies. These social trends and factors include cultural aspects of societies, such as beliefs, values, and social norms. They also include structural aspects of societies, which refers to the positions and roles people occupy in groups, institutions, and societies as a whole. In particular, sociology focuses on patterns of social inequality, especially class, racial and ethnic, and gender inequality, and the way they influence how we think and act both individually and collectively. Overall, sociology allows us to analyze societies and social behavior from a critical perspective, thereby providing us with a better understanding of social problems and issues.

LEARNING OUTCOMES

After successfully completing the course, a student should have the following skills and knowledge:

- I. Critical Thinking: Utilize critical thinking skills to analyze society and human group behavior
 - Develop the ability to think about society using the major sociological perspectives
 - Develop an understanding of inequalities in our society and their consequences for both dominant and subordinate groups
 - Demonstrate the ability to use the sociological imagination to understand human behavior

- II. Cultures and Societies: Use sociological concepts to understand and analyze cultures and societies
 - Identify the interrelationships between social, political, economic, and cultural institutions
 - Develop an understanding of cultural differences within American society and around the globe
 - Evaluate the impact of social, political, economic, and cultural institutions on individuals
 - Demonstrate knowledge of major figures in the field of sociology

- III. Systematic Inquiry; Understand and utilize social scientific research methods for analyzing the social world
 - Develop an understanding of different research methods used in sociological research
 - Understand the appropriateness of different methods for different research questions

EVALUATION AND GRADING:

1. **Class participation= 33.3%.** This grade depends on your presence in class and in-class assignments that you complete. You learn best if you take an active part in your education! This is an interactive class. I do not merely stand up in front of class and lecture. You will be required to participate in discussions, games and exercises, most of which will be graded. **If you miss an in-class assignment, you may not make it up unless you have an excused absence.** Please take note that **the in-class assignments are not all announced beforehand**, nor are they all on the syllabus.

2. **Paper= 33.3%** You will have one paper due that is five to six pages long. You have a choice between doing a paper on a counter-culture or on a service learning project. Guidelines for both papers can be found on Blackboard.
3. **Exams= 33.3%.** There will be three exams this semester. These exams **may** consist of any of the following: multiple choice questions, true and false questions, and short essays based on lectures, discussions, films and articles. (Instructor's discretion) In addition, **occasional pop quizzes may be given.**
4. **Extra Credit=** an additional half letter grade on your final grade for every three campus activities you attend. You must write a one-page essay describing and analyzing the activity using at least three sociological concepts. I will accept extra credit essays until the last day of class.

IMPORTANT MISCELLANEOUS:

1. This syllabus is to act as a rough guide for the semester; it is not set in stone. The dates may shift a bit, or I may change some of the articles we read or the assignments we do. Each group of students moves at a different pace and gets fascinated by certain topics. I want to honor this particular group's dynamic. **If you are the type of student that gets frustrated by syllabus changes, please do not take this class.** Having fun with this class requires flexibility!
2. **If you miss a class, you are responsible for getting class notes, articles, and any assignments I give during class from a fellow student.** I will not re-teach a class to you!
3. **Excused absences:** Only a signed doctor's note (for you, your child or an elderly or disabled person for whom you are responsible) or proof of family emergency or religious commitment will be acceptable. **Those are the only reasons you may reschedule an exam or turn in an assignment late. Otherwise, I DO NOT ACCEPT LATE WORK. It is unfair to other students who have worked hard to complete assignments on time. If you have a valid reason to turn in an assignment late or take an exam at a different time, you MUST TALK TO ME BEFORE THE DUE DATE.**

Attendance

In addition to knowing your attendance practices from in-class assignments that you complete, I will also take attendance every class period. As you know from the syllabus, attendance figures prominently in your final class grade.

Course Evaluation

<u>Grades</u>	<u>Equivalent</u>		<u>Quality Points</u>
A	94-	100	4.0
A-	90-	93	3.7
B+	87-	89	3.3
B	83-	86	3.0
B-	80-	82	2.7
C+	77-	79	2.3
C	73-	76	2.0
C-	70-	72	1.7
D+	67-	69	1.3
D	63-	66	1.0

D-	60-62	0.7
F		0.0

Academic Integrity Policy

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. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by 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. **If you ever present someone else's work as your own** (This comes in the form of cheating on assignments or exams and/or plagiarizing when writing essays and papers.), you will **automatically fail** the class.

Disabilities Statement

In addition to contacting me, if you have a disability which may affect your work in this course, please contact Chris Scarborough (892-5751) if you have a learning disability or ADD. Please contact Judy Hilburger (892-5744) or Matt Liscum (383-5240) if you have a physical, visual, hearing, or psychiatric disability.

Cellular Phones and Beepers

Students are notified that cellular phones and beepers are allowed in class or in the Learning Resource Center **only if they are turned off or turned to a silent mode**. Vibrating mode is not allowed, as it can sometimes be heard! **Under no circumstances are you to answer your phone or text message in class. If I see you answering your phone or text messaging, I will take your phone until the end of class.**

When there are extenuating circumstances that require that a student be available by phone or beeper, the student should speak to the instructor prior to class, so that together we can arrive at an agreement.

Email Communication

Email to my TRCC account—not through Blackboard!

When and if you ever send me an email, you must send it from an email account that looks legitimate. I will not open emails from accounts such as hotbabe@yahoo.com or pimpmaster@hotmail.com or any other email address that reads suspiciously like a pornography address. I highly suggest that you get an email account for school communication that includes your name or some other respectable words.

REQUIRED TEXT: Ferguson, Mapping the Social Landscape, 5th ed.; (I will give you all additional readings that you need for class.)

CLASS SCHEDULE

1/25: UNDERSTANDING SOCIOLOGY/THE SOCIOLOGICAL IMAGINATION: Class introduction; reading due: Ferguson 1-3; in-class essay on abortion

2/1: SOME OF THE MAJOR PLAYERS/THEORETICAL PERSPECTIVES: **Marx, Durkheim, Weber/ Functionalism, Conflict, Symbolic Interaction, Feminist;** Ferguson 41 & 44; bring in three questions (typed or handwritten) you have for reading 41 and three for reading 44

2/8: SOCIOLOGICAL RESEARCH: readings due: *Counting the Casualties, Tea Room Trade*; Ferguson 4-6; in-class research project

2/15: CULTURE: readings due: Ferguson 7, 8, 10; **SOCIALIZATION:** Cooley, Mead, Goffman; readings due: Ferguson 12-14; in-class exercise: online shopping for toys

2/22: SOCIAL INTERACTION AND SOCIAL STRUCTURE: readings due: Ferguson 15-17; discussion about papers

3/1: EXAM #1

3/8: GROUPS AND ORGANIZATIONS: readings due: Ferguson 18; bureaucracy game

3/15: no classes...Happy Spring Break!

3/22: CLASS STRATIFICATION: readings due: Ferguson 23, 24, 26; *Ever Higher Society, Ever Harder to Ascend*; salaries project

3/29: RACE AND ETHNICITY: readings due: Ferguson 9, 25, 32, 34; **GENDER:** readings due: Ferguson, 28-30; discussions on media images and eating disorders; **BRING AT LEAST TWO FASHION MAGAZINES TO CLASS;** in-class exercise: intersections of race, class, gender, sexual orientation

4/5: EXAM #2

4/12: DEVIANCE AND SOCIAL CONTROL: readings due: Ferguson 19-22; film: *Outfoxed* or *Hotel Rwanda*

4/19: MEDIA: readings due: Ferguson, 40; **Counter-culture or Service Learning papers due**

4/26: Paper conferences

5/3: CLASS WRAP-UP: How does this all matter? readings due: Ferguson: 56-58 & 60

5/10: EXAM #3; Counter-culture or Service Learning re-writes due. You MUST submit the original paper along with the re-write.