Course Description & Goals of the Course
This course is designed to introduce you to the sociological perspective, key concepts and theoretical perspectives in sociology, and approaches to the systematic study of human behavior and social life. In addition, you will have the opportunity to use this knowledge through some simple exercises designed to illustrate how sociology can be applied in your daily lives, in examining the world around you, and in solving social problems. The more involved you are, the more significant your learning will be.

Required Books
ISBN: 978-1-4129-9246-6

- Readings as listed on Twitter – Recommended – @FaithPayne3
- Other readings as assigned

Course Objectives
- Be able to communicate how sociology contributes to an understanding of social reality (LO1)
- Understand basic concepts, perspectives, and their interpretive applications (LO2)
- Understand the nature of culture and social structure (LO3)
- Understand the reciprocal relationship between the individual and society (LO4)
- Demonstrate an ability to think critically (LO5)
- Develop an understanding of how ethical research is paramount to the field (LO6)

Student Objectives
- Students will identify the dominant theoretical movements in sociological theory.
- Students will identify the methodological tools commonly used to test social theories.
- Students will demonstrate knowledge of the specialized vocabulary necessary for advanced coursework in the field
- Students will demonstrate knowledge of how inequality influences life chances
- Students will demonstrate the ability to distinguish individualistic from social accounts of
human action

**Student Responsibilities**

- This class is completely face-to-face. You must come to class and make sure you submit an assignment by the due date AND time. See policy on late work.
- This is a full session. Please make sure that you are reading and staying caught up. If you fall behind, it can be detrimental to your final grade. If you need help, let me know! I am always here to help you succeed.
- Participation is a part of your grade. This includes discussion. Be courteous to one another. The study of sociology can spark debates that are better left out of the classroom setting. Although we want to discuss these ideas, we are NOT attacking the opinions of our classmates. **Any attack on another student will result in you being removed from the class and receiving a zero for participation.**
- This is a college level course. You are expected to use proper grammar without the use of “text talk.” Please review and edit your assignments and research papers PRIOR to submitting.

Students should review the following information each semester, because these statements are updated as federal, state, university, and accreditation standards change.

Common language for course syllabi is found here: [http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

**Americans with Disabilities Act**

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. **Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.**

The Office of Disability Services will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations.

If you need course adaptations or accommodations because of a disability or chronic illness, please notify your instructor using the course email system immediately and attach a PDF copy of your SAR (Available from the Office of Disability Services).

Students who seek accommodations related to documented disabilities should first contact the Office of Disability Services, located in the Student Development Center (123 Row Hall, Phone: 678-839-6428). The coordinators in Disability Services will communicate with me to make accommodations based on your needs.
Please let me know if there are any special circumstances of which I should be aware.

**UWG Email Policy**
University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email.

**Credit Hour Policy**
The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

**University of West Georgia Honor Code**
At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student’s conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student’s account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions.

The department’s statement on academic honesty can be found here: [Statement on Academic Honesty](#).
Academic integrity is at the core of the University’s mission. Any credible evidence of cheating or plagiarism will result in severe penalties, including a failing grade for the assignment or the entire class.

**Writing Center**
Help is available for your writing. Please contact the writing center at 678.839.6513 or email: writing@westga.edu. More information can be found at The Writing Center.

**Course Requirements**

**Exams (200 points):** There will be a midterm and a final, each worth 100 points, which will cover all readings, discussions, and power point information. The midterm will cover Units 1, 2, and 3 and the final will cover Units 4 and 5. The tests will not be comprehensive; however, knowledge of the previous weeks’ material will be useful and oftentimes necessary for understanding and being able to give the correct response.

**In-Class Activities/Participation (200 points):** In-class activities consist of discussion, write-ups, and other sociological undertakings that may include on campus expeditions. Write-ups will ensure that you understand the information provided and are able to apply it to a particular situation/topic. Campus expeditions will include a day in which we go out as a class and break a social norm.

**Visual Analysis (100 points):** Using an image from your group project, you will write a commentary that provides a sociological analysis of the selected visual material, based on theoretical and applied social science methods.

**Photographic Essay Project (200 points):** This assignment will ask us to observe and evaluate social issues within our own communities. Each student group will use the Internet to collect photographs and images to illustrate their social issue. The groups will present their findings to their classmates to foster a dialogue about their social issue.

**Requirements for Research Project:**

1. Your group will deliver a 15-minute presentation. At the end of the presentations, we will have a 10 minute question and answer session where groups must be prepared to take questions from the class. However, I will closely monitor the time to make sure that no single group is subjected to more than 5-minutes of questions.
2. Each group must have their groups and social issue approved by September 17, 2014.
3. Your presentation must be accompanied by color overhead images or a PowerPoint presentation. In your presentation, you must include a minimum of 10 images. Some images must be photographs, but other images are also accepted if they contribute to your overall argument.
4. Each group is required to include at least 5 scholarly citations in their presentation on the social issue they select.
5. Each student will turn in an evaluation of other group members’ contribution to the project. Your group’s satisfaction with your contribution to the finished product will be
considered when assigning grades. The work does not have to be divided equally, but it
does have to be divided equitably and each group member must agree on the distribution
of labor. Please note that it is possible for group members in the same groups to get
different grades.

This must not be mere regurgitations of class lectures or readings assignments, but thoughtful
reflections, analysis, and application of course materials. You must get started immediately on
this assignment. It must meet ALL of the criteria on the rubric in order to receive full credit.

Discussions should be respectful, sociological, and demonstrate learning in the class (these
will be the criteria I will use for grading your discussions). Do NOT simply say, I agree or
good point. Your responses should demonstrate a critical analysis of the statement.

READ THE FOLLOWING SECTION CAREFULLY AND MAKE
SURE YOU UNDERSTAND MY POLICY ON
MAKE-UP/LATE WORK

Make-Up/Late Work Policy: There are absolutely no make-ups unless there are extreme
circumstances (death, dismemberment, grave illness, natural disaster). If you have such a
circumstance, please contact me to work out an individual study plan. Class participation is
expected and, as such, it is your responsibility to make sure that you have the necessary
technology to complete the requirements of this course. This is your education and you are an
adult—I believe that you know what is best for you. However, I do not have the ability or
resources to give make-up exams or assignments. It is up to you to decide where your priorities
are. Do NOT contact me after the cutoff date and say you forgot or you had
computer problems. You should not wait until the last minute to complete work. I
will not accept late work unless you meet the requirements of the first sentence.

RE-READ the FIRST sentence of this topic!

Insurance: Students should keep a copy of all work submitted. Students are responsible for
replacing lost or mislaid work, regardless of how it is lost (tornado, flood, fire, human error,
other acts of nature/God...). Even if you turn in an assignment and it disappears, you are
responsible for submitting another copy.

Cheating, Plagiarism, Grade Disputes: This class is set up in a way to minimize opportunities
for cheating, but if you are caught cheating which includes copying the format, ideas, or words
of another student or plagiarizing published works (failing to cite properly or failing to put
information into your own words and cite the source) you will fail the class and I will report you
for further consequences which can include expulsion—in other words, “Just Say No”. If you
have any complaint about my policy on late assignments, missed presentations, cheating,
grading, or anything else, please come see me.
Grading

There are a total of 700 points possible in this class. Grades will be distributed as follows:

A = 90% and above      630 and above
B = 80-89%             560 - 629
C = 70-79%             490 - 559
D = 60-69%             420 - 489
F = 59% and below      413 and below
<table>
<thead>
<tr>
<th>Day and Date</th>
<th>Reading Due for Class</th>
<th>Activity/Assignment Due</th>
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<tbody>
<tr>
<td>Mon, Aug 25</td>
<td>Intro and Overview</td>
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<td>Wed, Aug 27</td>
<td>Chapter 1</td>
<td>The Promise – C.W. Mills</td>
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<td>Mon, Sept 1</td>
<td>No Class – Labor Day</td>
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<td>Wed, Sept 3</td>
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<td>Mon, Sept 8</td>
<td>Ch. 3</td>
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<td>Wed, Sept 10</td>
<td>Ch. 4</td>
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<td>Mon, Sept 15</td>
<td>Ch. 5</td>
<td>Group List and Topic Due</td>
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<td>Wed, Sept 17</td>
<td>In-class discussion/activity</td>
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<td>Mon, Sept 22</td>
<td>Ch. 6</td>
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<td>Wed, Sept 24</td>
<td>In-class discussion/activity</td>
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<td>Mon, Sept 29</td>
<td>Ch. 7</td>
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<td>Wed, Oct 1</td>
<td>In-class discussion/activity</td>
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<td>Mon, Oct 6</td>
<td>Ch. 8</td>
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<td>Wed, Oct 8</td>
<td><strong>MIDTERM</strong></td>
<td>Ch. 1- 8</td>
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<td>Mon, Oct 13</td>
<td>Ch. 9</td>
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<td>Wed, Oct 15</td>
<td>In-class discussion/activity</td>
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<td>Mon, Oct 20</td>
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<td>Wed, Oct 22</td>
<td>In-class discussion/activity</td>
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<td>Mon, Oct 27</td>
<td>Ch. 11</td>
<td>Visual Analysis and Team Evaluations Due</td>
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<td>Wed, Oct 29</td>
<td><strong>Group Presentations</strong></td>
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<td>Mon, Nov 3</td>
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<td>Wed, Nov 5</td>
<td><strong>Group Presentations</strong></td>
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<td>Mon, Nov 10</td>
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<td>Wed, Nov 12</td>
<td><strong>Group Presentations</strong></td>
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<td>Wed, Nov 19</td>
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<td>Mon, Nov 24</td>
<td>No class - Thanksgiving</td>
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<td>Wed, Nov 26</td>
<td>No class – Thanksgiving</td>
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<td>Mon, Dec 1</td>
<td>Ch. 15</td>
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<td>Wed, Dec 3</td>
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<td>Mon, Dec 8</td>
<td>Questions/Review</td>
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<td>Wed, Dec 10</td>
<td><strong>Final Exam</strong></td>
<td>Ch. 9 - 16</td>
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**Definition of Terms** that may be used in essay exams and paper assignments*

**Breadth:** Cover all relevant material. All appropriate facts, issues, points are included in your response. You have examined the problem from several different angles, looked at both sides of the argument, etc.

**Compare** When you are asked to compare, you should examine the characteristics or qualities of two or more concepts.

& **Contrast:** Typically, compare implies that you are focusing on the similarities between the concepts, although there may be differences to mention as well. When asked to contrast, you will focus on the dissimilarities or differences between two or more concepts, problems, or events.

**Critical** When asked to critically analyze a perspective, you should examine the merit of the perspective with a

**Analysis:** skeptical/critical/evaluative eye. What are the underlying assumptions of the perspective that are not supported by logic, examples, or at all? Who benefits from this perspective? Who is harmed? What are the limitations? What are the strengths? Look at multiple layers—use your sociological imagination.

**Define:** Concise, clear, and precise meaning of the concept in your own words.

**Depth:** Refers to the detail of your response. Have you sufficiently explained your conclusions? Have you sufficiently illustrated your major points?

**Discuss:** When asked to discuss a concept, perspective, or argument, you are to examine and analyze the concept in depth. You should consider pros, cons, give examples, and cite details.

**Evaluate:** Present a critical analysis of a problem/concept/perspective. Include advantages/limitations, pros/cons, or benefits/harms. Give an opinion and back it up with evidence/facts/examples.

**Explain:** Clarify, enumerate, and interpret the material you present. Answer the "how" or "why", reconcile differences in opinion or data, let the reader see the relationship you are explaining.

**Illustrate:** Give examples from daily experiences, readings, diagrams, etc. to explain or clarify a concept.

**Insight:** Refers to the demonstration that you can make connections, critically analyze, relate the material to appropriate phenomena. Have you demonstrated that you can move beyond merely reciting the material to understanding how the concept fits into the larger themes of the course or illuminates social reality?

**Interpret:** Similar to explanation. You are expected to look at a problem or relationship and comment on them. Usually involves evaluation and your reaction to the material.

**Justify:** When asked to justify your answer, this means that you must demonstrate with examples from readings, lecture, research, etc.. Why/how did you come to this conclusion?

**Organization:** Refers to the way your response is presented. Is your main idea clearly identifiable? Can the reader understand the progression of your ideas?

**Outline:** Give an organized list of the main points, important supplementary material, categorizing important facts together in a systemized, organized manner.
Omit minor details/examples.

Relate: Show connections between the two or more concepts or perspectives given. Describe how two or more things are associated.

Review: Critically analyze and comment briefly on the major points, covering all pertinent issues.

State: Specify or present relevant information in a brief and clear manner that demonstrates the points without unnecessary detail.

Summarize: Condense the information into its major components, omitting detail and examples.

*Idea and some definitions were borrowed from Ann Sundgren at Tacoma Community College.*