Fall 2015
Introductory Sociology
81468: Soci 1101-05
Callaway 205: MW 11:00 am – 12:20 am
Faith Payne, Instructor
Office: 207-A
Phone: 678.839.5309
Email: fpayne@westga.edu

Office Hours:
T/Tr – 9:30 a.m. – 1:45 p.m.
M/W ONLINE ONLY – 8 p.m. – 9 p.m.
And by appointment only

THIS SYLLABUS IS SUBJECT TO CHANGE.

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 Readings

- Ruane & Cerulo, Second Thoughts: Sociology Challenges Conventional Wisdom
- Openstax College, Introduction to Sociology, 2e. Available on CourseDen
- Other readings as assigned – articles will be posted on CourseDen or distributed in class
- www.soci1101.weebly.com - Class blog – Recommended, but not required
- Readings as listed on Twitter – Recommended, but not required – @FaithPayne3

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

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 university’s statement on academic honesty can be found here in the Student Handbook.

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 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.

**Quizzes (100 points):** There will be 12 quizzes worth 10 points each. I will drop the two lowest scores. The quizzes are on CourseDen and will be available for 7 days beginning on the Monday of each week unless otherwise noted. Quizzes begin August 31.

**In-Class Writing Assignments (100 points – 5 @ 20 pts. each):** These assignments will allow you to practice your writing skills and increase your ability to share information through the written word. These writings will focus on the required readings for that particular date. **THERE ARE NO MAKEUPS AND IN-CLASS WRITINGS ARE UNANNOUNCED.**

**Reading Response (100 points – 10 @ 10 pts. each):** This point value comes from your written response to the assigned readings. There are 16 possible opportunities to respond. You are only required to complete 10 of the 16 for points. Completing the response writings early will leave you free time at the end of the semester when deadlines become crazy! Responses should be 2 pages in length and give your critical analysis of the material OR an application to real world issues.

**Sociological Autobiography (100 points):** This assignment requires you to utilize your sociological imagination as described in C. W. Mills’ The Promise, which we read the first week of class. You will be asked to apply the concepts you have learned throughout the course to your own life experiences. Full instructions will be posted following the midterm. The assignment is due the week prior to Thanksgiving break.
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 after the midterm on this assignment. It must meet ALL of the criteria on the rubric in order to receive full credit.

*A Note on Attendance:* You may miss up to 4 classes with no loss of points. After the 4th absence, I will deduct 4 points from your point total for every absence UNLESS there is a legitimate documented reason for your absence. **Late arrivals will not receive credit for being in class.** With that being said, DO NOT COME TO CLASS IF YOU ARE SICK. **Use your absences wisely.**

**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 600 points possible in this class. Grades will be distributed as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Minimum Percentage</th>
<th>Minimum Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90% and above</td>
<td>540 and above</td>
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<tr>
<td>B</td>
<td>80-89%</td>
<td>480 - 539</td>
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<tr>
<td>C</td>
<td>70-79%</td>
<td>420 - 479</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>360 - 419</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
<td>359 and below</td>
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<tr>
<td>Day and Date</td>
<td>Reading Due for Class</td>
<td>Activity/Assignment Due</td>
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<tr>
<td>Mon, Aug 24</td>
<td>Introductions</td>
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</tbody>
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| Wed, Aug 26  | Syllabus
Intro to Chapter 1 |                         |
| Mon, Aug 31  | Chapter 1 (OS) – An Intro to Sociology
Introduction Essay (ST)
The Promise (CourseDen) | Quiz 1 |
| Wed, Sept 2  | Chapter 2 (OS) – Sociological Research
Essay 1 (ST) |                         |
| Mon, Sept 7  | No Class – Labor Day | Quiz 2                  |
| Wed, Sept 9  | *Discussion/In class activity* |                         |
| Mon, Sept 14 | Chapter 3 (OS) - Culture
Essay 2 (ST) | Quiz 3                  |
| Wed, Sept 16 | Chapter 4 (OS) – Society and Social Interaction
Essay 5 |                         |
| Mon, Sept 21 | Chapter 5 (OS) – Socialization
Essays 7 & 8 (ST) | Quiz 4                  |
| Wed, Sept 23 | Chapter 6 (OS) – Groups and Organization |                         |
| Mon, Sept 28 | Chapter 7 (OS) – Deviance, Crime, and Social Control
Essays 13 & 16 (ST) | Quiz 5                  |
| Wed, Sept 30 | Ch. 7 cont’d |                         |
| Mon, Oct 5   | *Discussion/In class activity/Review* | Quiz 6                  |
| **Wed, Oct 7** | MIDTERM | Ch. 1-7                  |
| Mon, Oct 12  | Chapter 9 (OS) – Social Stratification
Essay 9 (ST) | *Introduce Sociological Autobiography*
Due Wed., Nov 18 |
| Wed, Oct 14  | *Discussion/In class activity* | Last day to Withdraw with a grade of W |
| Mon, Oct 19  | Chapter 11 (OS) – Race and Ethnicity | Quiz 7                  |
| Wed, Oct 21  | *Discussion/In class activity* |                         |
| Mon, Oct 26  | Chapter 12 (OS) – Gender, Sex, and Sexuality | Quiz 8                  |
| Wed, Oct 28  | Chapter 13 (OS) – Aging and the Elderly
Essay 6 (ST) |                         |
| Mon, Nov 2   | Chapter 14 (OS) – Marriage and Family
Essays 17 & 18 (ST) | Quiz 9                  |
| Wed, Nov 4   | *Discussion/In class activity* |                         |
| Mon, Nov 9   | Chapter 15 (OS) - Religion
Essay 23 (ST) | Quiz 10                  |
<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter (OS) – Section</th>
<th>Assignment/Activity</th>
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</thead>
<tbody>
<tr>
<td>Wed, Nov 11</td>
<td>Chapter 16 (OS) – Education Essay 22</td>
<td></td>
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<tr>
<td>Mon, Nov 16</td>
<td>Chapter 8 (OS) – Media and Technology Essay 21 (ST)</td>
<td>Quiz 11</td>
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<tr>
<td>Mon, Nov 23</td>
<td>No class - Thanksgiving</td>
<td>No class - Thanksgiving</td>
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<tr>
<td>Wed, Nov 25</td>
<td>No class – Thanksgiving</td>
<td>No class – Thanksgiving</td>
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<tr>
<td>Mon, Nov 30</td>
<td>Chapter 19 (OS) – Health and Medicine</td>
<td>Quiz 12</td>
</tr>
<tr>
<td>Wed, Dec 2</td>
<td>Chapter 21 (OS) – Social Movements and Social Change</td>
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<tr>
<td>Mon, Dec 7</td>
<td><strong>Final Exam</strong></td>
<td>Chapters 8 – 16, 18 – 19, &amp; 21</td>
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</tbody>
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11am – 1:30pm
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 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.