

## INTRODUCTION TO SOCIOLOGY (SOC 1101-03)

Fall 2015 Kennesaw State University

Monday & Wednesday 3:30 – 4:45

Social Science Building 1021

Instructor:	Lisa M. Lepard	Office:	Social Sciences Bldg. 4005
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💻:	D2L/Brightspace page: Please do not email me on D2L/Brightspace. All e-mails should be sent to my KSU or Gmail address		
🕒	Office Hours: Mon. & Wed: before & after class; 2:00 – 3:00; & by appointment		

### REQUIRED TEXT:

☐ Macionis, John J. 2015. *Society: The Basics*, 13<sup>th</sup> ed. Boston, MA: Pearson.

\*\*REVEL can be purchased in the bookstore or directly from Pearson (\$65 from Pearson). Check to ensure your REVEL access code also comes with a 3-hole punched print backup version of the text.

☐ Macionis, John J. and Nijole V. Benokraitis. *Seeing Ourselves: Classic, Contemporary, and Cross-Cultural Readings in Sociology*, 8<sup>th</sup> ed. Boston, MA: Pearson.

☐ Additional readings will be posted on D2L.

### COURSE DESCRIPTION:

In this course, students will be introduced to the discipline of sociology. The purpose of this course is to increase students' awareness of their social world with an emphasis on the social nature of human behavior, culture, social structure, and socialization. We will explore such topics as deviance, stratification, family, gender, and race/ethnicity.

### COURSE OBJECTIVES:

- ◆ Differentiate between individualistic (non-sociological) & sociological (external) explanations for social facts
- ◆ Explain & critically analyze social facts based on the development of one's "sociological imagination"
- ◆ Apply various sociological concepts & theoretical perspectives to the understanding of society
- ◆ To understand the reciprocal relationship between individual & society
- ◆ To understand the diversity of American society

Sociology is one of the few academic disciplines that many students enter into with strong and established beliefs concerning the subject matter. This is especially true when controversial topics such as the ones that we will be discussing are challenged and critiqued. With this said, there are a few classroom rules that will be established:

- Acknowledging that racism, sexism, classism, heterosexism, and other forms of institutionalized forms of oppression exist, we agree not to blame others or ourselves for the misinformation we have learned but accept responsibility not to repeat misinformation and to use our sociological knowledge to change perceptions.<sup>1\*</sup>
- We agree not to "blame the victim(s)" for the conditions of her/his life because this type of explanation ignores the institutionalized social structures that block progress and perpetuates social inequality\*
- Never demean, devalue, or ridicule someone for ideas expressed, personal experiences shared, or dissenting opinions. \*
- Create a safe atmosphere for open discussion. If personal experiences are shared with the class, it should be agreed upon that these comments are not repeated outside of the classroom and the rules of confidentiality apply. <sup>\*1</sup>

### CLASS POLICIES

#### CLASSROOM ETIQUETTE:

Do not talk during class. Unless you are having a conversation with the entire class, you should not talk. If you do not hear or understand something I say and need clarification, instead of asking the person beside you, raise your hand and ask me. I will ask students who talk during class to leave. It is disrespectful and disruptive to me, as well as your classmates when you talk during class.

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<sup>1</sup>Ideas based in part on: Cannon, Lynn Weber. 1990. "Fostering Positive Race, Class, and Gender Dynamics in the Classroom." *Women's Studies Quarterly* 18 (2): 126-134.

#### ATTENDANCE POLICY:

All class meetings are important. It is your responsibility to come to class. I will not take attendance in a class this large (250 students), but it is highly recommended that you come to each class. Class meetings are impossible to duplicate. Furthermore, everything that is discussed in class is potential material for exams. Do not email me and ask me for notes, information about what we discussed, etc. I encourage you to form networks in class for announcements, studying, and sharing notes.

#### TARDINESS:

Class begins at the time published in the official university class schedule, and you are expected to be in our room, in your seat, and ready to learn at this time. I am well aware that traffic is a nightmare, parking is horrible, and many times work schedules conflict with life. **DO NOT COME INTO CLASS LATE. IT'S DISRESPECTFUL AND DISRUPTIVE. I WILL CLOSE THE OUTSIDE DOORS AT 3:30 EVERY CLASS. DO NOT BE LATE.**

#### ACADEMIC HONESTY:

Please be advised of the Student Code of Conduct as published in the KSU Undergraduate Catalog. Section III addresses issues on academic honesty, including cheating and plagiarism, among other violations. If you are unsure of how *plagiarism* is defined or if you are not clear on what "academic honesty" means, go to the catalog and familiarize yourself. Ignorance of the policy is not an acceptable excuse! Students suspected of academic dishonesty will be investigated and if confirmed, will receive a zero on the assignment and potentially fail the course.

#### STUDENTS WITH SPECIAL NEEDS:

If you are a student with a documented disability, come & talk to me as soon as possible (either after class or during my office hours) to discuss accommodations.

#### MY ROLE AS A PROFESSOR

As the professor, I am responsible for creating a safe, creative, and (maybe) fun environment for you to learn in. As a professor I am not responsible for telling you "what to study for the test." I will not go over every piece of information that you will need to know for the exams or quizzes. If you hoped that I, as the professor, would be a resource for you to find how you can put out the least amount of energy while still earning a good grade, I am probably not the professor you are looking for. I respect you and your other time commitments enough to share this with you up front.

#### YOUR ROLE AS A STUDENT

As a student in this class your primary responsibility is to come to class prepared. That includes doing the assigned reading and taking the time to think about how it relates to your experiences and the world around you. In class you are expected to give all of us your attention and participate in class and group activities and discussion. To put it simply, if you hope to do well in this class you have to be an *active* participant in your education.

#### WHAT TO EXPECT DURING CLASS TIME

In class we will talk about the main ideas discussed in the assigned readings and then apply them with activities, discussions, etc. We may also extend the discussions beyond what the readings covered by watching a video or having a guest speaker. Our class time is a supplement to the readings not a replacement for doing the readings.

#### SPECIAL NOTICE ABOUT DOCUMENTARIES

In this class, we will spend several class periods watching current documentaries that relate to class content. I want to make sociology as applicable to everyday life as possible, so it is necessary that we explore many facets of popular culture.

- ☐ If we watch a documentary from a DVD or online, there is no guarantee that you will be able to find the same version on YouTube or Netflix. If a student chooses not to come to class during documentary viewings, they are still responsible for the documentary. After viewing, we will discuss the documentary and its *sociological significance*. This will be important for exams. Discussions will explore how sociology can help us explain the documentary, as well as pop culture and everyday life. Anything discussed in class is acceptable material for exams; therefore, be in class and take detailed notes.
- ☐ Also, it is possible that triggering language, scenes, or situations will be shown in videos. I know we are all adults but I am alerting students in the event that they are bothered by PG-13 or R-rated materials.

#### QUIZZES:

- ☐ For each assigned chapter, you will be responsible for completing an end-of-the-chapter quiz via REVEL.
- ☐ Quizzes will be due by 10:00 PM on the assigned date
- ☐ Students will be given several weeks to complete quizzes; therefore, there are NO make up opportunities.
- ☐ All quizzes will comprise 20% of your final grade
- ☐ After you have registered for REVEL, use this web address to access the site <http://www.pearsonhighered.com/revel/>
- ☐ The following is information from Pearson regarding REVEL:  
**REVEL tech support:** Call 855-875-1801 or visit [247pearsoned.custhelp.com](http://247pearsoned.custhelp.com) for student REVEL tech support.

**HOW TO REGISTER FOR REVEL:** To get started, you will need three things:

1. **A link to your REVEL course from your instructor** <https://console.pearson.com/enrollment/uofj6u>
2. **An email address.** If you already have access to another Pearson product or service, your existing username and password can be used to access REVEL. If you need to set up an account, you will need a valid email address that you check regularly.
3. **An access code or credit card.** You can buy an access code where you buy your textbooks. Or you can buy instant access with a credit card or PayPal account during the registration process. Remember to use the latest version of **Chrome browser** for the optimal REVEL experience.

#### EXAMINATIONS:

- ☐ There will be 4 exams during the semester. **Exams are not cumulative.**
  - Exams will consist of multiple choice.
  - Each exam is worth 20% of your final grade.



**BE ON TIME FOR EXAMS!** Students who are late for class on exam day **will not** be allowed to take the exam if they arrive after the *first* student has already turned in her/his exam. This policy is to put in place to ensure academic honesty.

- ☐ **THERE ARE NO MAKE UP EXAMS.** IF A STUDENT MISSES AN EXAM, THE STUDENT WILL BE REQUIRED TO TAKE A cumulative FINAL EXAM ON **MONDAY DECEMBER 14** TO REPLACE THE MISSING TEST GRADE.
  - THIS INCLUDES STUDENTS WHO COME INTO CLASS AFTER THE FIRST EXAM HAS BEEN SUBMITTED AND STUDENTS WHO ARE ABSENT DUE TO ILLNESS, DEATH IN THE FAMILY, "EXCUSED" ABSENCES, AND ALL OTHER EMERGENCIES.
  - IN THE PAST, I HAVE LET STUDENTS TAKE THE FINAL TO REPLACE THEIR LOWEST EXAM GRADE. WE CAN DISCUSS THIS IN CLASS WHEN THE TIME COMES.
- ☐ **IMPORTANT EXAM INFORMATION:**
  - Due to the large size of the class, there will be multiple versions of each exam. Exams will be identified by a letter (A, B, C, or D). It is imperative that students bubble in their scantron sheets to identify which version of the test they have. If not, the machine will not grade the exam (i.e., you earn a zero for the exam). If a student fails to mark the appropriate test ID on the exam and I have to grade the exam (again), I will deduct 10 points from the exam grade.
    - It is the student's responsibility to correct this error ASAP. It must be corrected before the next exam is taken.
  - Once an exam has been completed, you have until the next exam to view the scantron. For instance, if you wish to review your scantron of Exam 1, the time limit ends when the class takes Exam 2; therefore, it is your responsibility to keep track of dates, exams, and your progress in the course.
- ☐ **DURING EXAMS:** turn off phones and all other electronic gadgets. Go to the restroom before the test begins because if you leave the room—you must turn in your exam and I will consider it completed.
- ☐ **(OPTIONAL) FINAL EXAM:** Students who have taken all four exams can take the final cumulative exam to replace their lowest exam score. If the student earns a higher grade, it will replace the lowest exam grade. If the student earns a lower grade, it will not impact the overall grade. In sum, taking the final (as an option) cannot hurt a student's grade—it can only help.

- ☐ **EXTRA CREDIT:** Extra credit is not guaranteed. However, if I decide to give extra credit, it will be for the entire class—not on an individual basis. For example, a student should not email me and ask if extra credit is available for them. If I offer extra credit to one student, I must extend that privilege to all students.
  - If extra credit is given, it will be added with your exam grades. For instance, exam 1 + exam 2 + exam 3 + exam 4 + quiz average + all extra credit points = x (which will be divided by 5 for your final average).
- ☐ **STATEMENT ABOUT FINAL GRADES:** It is not uncommon at the end of the semester for some students to find themselves a couple points shy of a higher letter grade (being 2 points from a B by having a 78). In these instances, many students will email and plead for those points by telling me how much work they've done, studied, had personal issues, etc. While I understand and empathize with all situations, it is imperative to have boundaries. Two percentage points is not the same as 2 points on an exam.
  - I will typically 'bump up' a 79.5 to a B if the student has completed all the quizzes and participated in extra credit. It is important to note that grades are earned, not given. As a professor, I do not *give* you a grade; instead, the student *earns* the grade.
  - Also, if a student waits until the last two weeks of the semester to show interest in their grade and the class, I cannot do much to help. I am available almost all day Mondays and Wednesdays. If anyone needs extra help, I am more than willing to meet and help as much as possible.

**Grading:**

Exam 1 = 20%  
 Exam 2 = 20%  
 Exam 3 = 20%  
 Exam 4 = 20%  
 Quizzes = 20%

**Keep Track of Your Own Grade!!**

Exam 1: (your grade x .20) = a  
 Exam 2: (your grade x .20) = b  
 Exam 3: (your grade x .20) = c  
 Exam 4: (your grade x .20) = d  
 Avg. of all quizzes x .20 = e

Your Final Course Grade= a + b + c + d + e (out of 100)

Final Grade:

A = 90 – 100      B = 80 – 89      C = 70 – 79      D = 60 – 69      F = 59 & below

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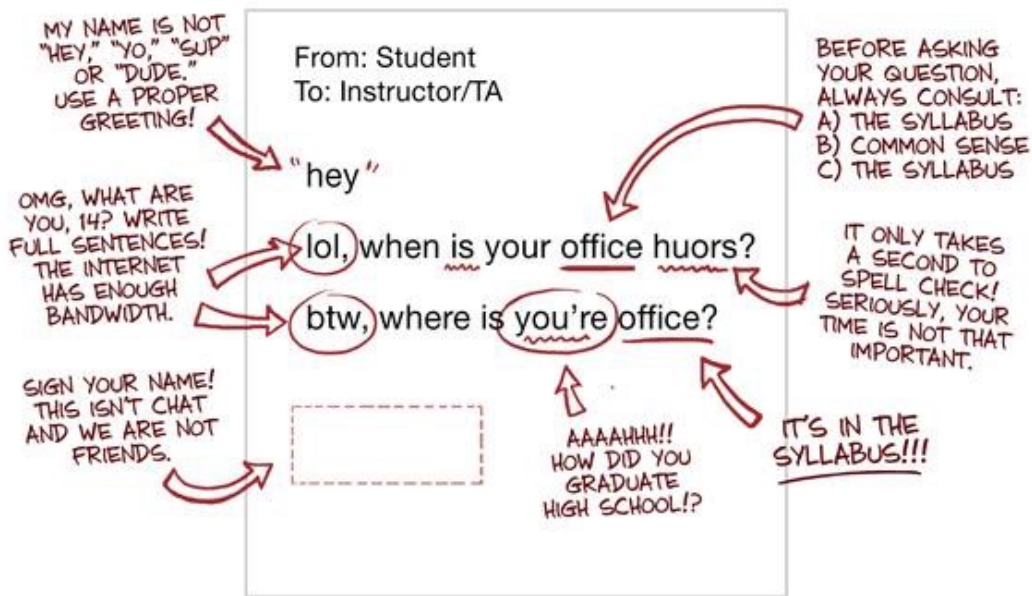
**HOW TO BE SUCCESSFUL IN THIS CLASS:** Students often ask me how they can be successful in this class. While there is not a specific formula that will guarantee success, there are several habits you can develop that will help you achieve the grade you desire.

- ☐ Keep up with the assigned readings. Don't wait until the last minute to read several chapters and articles. You won't retain the information. Also, take notes on what you read.
- ☐ When I was a student, I made a habit of reviewing my notes every day—even if it was only for a few minutes. Keeping the information fresh in my mind kept me from (1) cramming the night before an exam and (2) having a panic attack because I wasn't prepared.
- ☐ Make a friend in class that you can study call, text, meet with to study, etc. Your friend may have something in their notes you missed (or vice versa); therefore, working together will benefit you both.
- ☐ I post the power points on D2L prior to class so that you do not have to rush to write everything down. Instead, you should focus your note taking on what I am lecturing about (many times I lecture about things that are not in the book; this is why attendance is important)
- ☐ Come to class. Ask questions.
- ☐ If you are having trouble understanding the material, come see me during office hours. Don't wait until the end of the semester to ask for help.
- ☐ The exams mostly focus on how to *apply* the information; therefore, memorizing definitions will not necessarily help. Think about how theories and/or ideas can be applied. For instance, I will not ask you the definition of the *sociological imagination*, but I will ask you to pick which scenario best exemplifies the *sociological imagination*.

**EMAIL ETIQUETTE:** Telling students how to send an email may seem ridiculous, but if you want a response from me, please follow my rules.

1. Please DO NOT send me an email on D2L/Brightspace. I do not check that site regularly enough for you to get a timely response. Instead, use [llepard@kennesaw.edu](mailto:llepard@kennesaw.edu) or [profisalepard@gmail.com](mailto:profisalepard@gmail.com) (Also, you can even chat with me on Google if you see I'm online).
2. Give me at least 24 hours to respond to your email. I have at least 500 students and no teaching assistant. Patience is a virtue.
3. If you send me an email about something that is clearly outlined in the syllabus, I probably will not respond to you. Check the syllabus before sending an email ☺
4. Make sure you indicate in the subject line or in the body of the email which class you are in (MW 3:30).

## HOW TO WRITE AN E-MAIL TO YOUR INSTRUCTOR OR T.A.



WWW.PHDCOMICS.COM

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### COURSE OUTLINE

★ I RESERVE THE RIGHT TO CHANGE THE SYLLABUS; HOWEVER, STUDENTS WILL BE NOTIFIED IN ADVANCE IN CLASS OR ON D2L

\*CHAPTERS = TEXTBOOK

\*READINGS = *SEEING OURSELVES*

DATE	TOPIC	ASSIGNED READINGS & DUE DATES
M 8.17	INTRODUCTION TO CLASS	SYLLABUS
W 8.19	SOCIOLOGY: PERSPECTIVE, THEORY, & METHOD	CHAPTER 1 READING 4 <b>REVEL QUIZ DUE: SEPT 9</b>
M 8.24	CULTURE	CHAPTER 2 READING 7 <b>REVEL QUIZ DUE: SEPT 9</b>
W 8.26	↳	IN-CLASS DOCUMENTARY
M 8.31	SOCIALIZATION: FROM INFANCY TO OLD AGE	CHAPTER 3 READING 16 <b>REVEL QUIZ DUE: SEPT 9</b>
W 9.2	RACIAL & GENDER SOCIALIZATION	READING 39 "RACIAL SOCIALIZATION" (ARTICLE ON D2L) "PINK BRAIN/BLUE BRAIN" (ARTICLE ON D2L)
M 9.7	<b>LABOR DAY: NO CLASS</b>	
W 9.9	REVIEW/CATCH-UP DAY	
M 9.14	<b>EXAM 1</b>	
W 9.16	SOCIAL INTERACTION IN EVERYDAY LIFE GROUPS AND ORGANIZATIONS	CHAPTER 4 & READINGS 21 + 22 CHAPTER 5 & READING 26 <b>REVEL QUIZZES DUE: OCT 5</b>
M 9.21	SOCIAL STRATIFICATION	CHAPTER 8 READINGS 36 + 37 <b>REVEL QUIZ DUE: OCT 5</b>
W 9.23	↳	IN-CLASS DOCUMENTARY
M 9.28	RACE AND ETHNICITY	IN-CLASS DOCUMENTARY
W 9.30	↳	CHAPTER 11 READINGS 43 + 44 <b>REVEL QUIZ DUE: OCT 5</b>
M 10.5	REVIEW/CATCH-UP DAY	
W 10.7	<b>EXAM 2</b> <b>*LAST DAY TO WITHDRAW WITH GRADE OF "W"</b>	
M 10.12	<b>NO CLASS</b>	
W 10.14	GENDER STRATIFICATION	CHAPTER 10 READINGS 40 + 41 <b>REVEL QUIZ DUE: OCT 28</b>
M 10.19	↳	IN-CLASS DOCUMENTARY
W 10.21	SEXUALITY AND SOCIETY	CHAPTER 6 READING 34 "THE HETEROSEXUAL QUESTIONNAIRE" (ON D2L) <b>REVEL QUIZ DUE: OCT 28</b>
M 10.26	FAMILY AND RELIGION	CHAPTER 13 READINGS 53 + 57 <b>REVEL QUIZ DUE: OCT 28</b>
W 10.28	↳	"DOMESTIC VIOLENCE AND TWO-PARENT FAMILIES" D2L)
M 11.2	<b>EXAM 3</b>	
W 11.4	DEVIANCE	CHAPTER 7 READINGS 29 + 31 <b>REVEL QUIZ DUE: DEC 2</b>
M 11.9	↳	"THE COLOR OF JUSTICE" (ARTICLE ON D2L)
W 11.11	↳	IN-CLASS DOCUMENTARY
M 11.16	↳	
W 11.18	EDUCATION, HEALTH, AND MEDICINE	CHAPTER 14 READINGS 59 + 63

		REVEL QUIZ DUE: DEC 2
M 11.23	FALL BREAK: NO CLASS	
W 11.25	FALL BREAK: NO CLASS	
M 11.30	↳	"BAD BOYS" (ARTICLE ON D2L)
W 12.2	REVIEW/CATCH-UP DAY	
M 12.7	EXAM 4	
M 12.14	FINAL EXAM 3:30 – 5:30	

**\*REVEL QUIZZES ARE DUE BY 10:00 PM ON THE ASSIGNED DATE**

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