

Spring 2015 – Principles of Sociology

SOCI 2201/04 CRN 10160

Instructor: Dr. Evelina Sterling

Mondays and Wednesdays 12:30 pm until 1:45 pm

Class Location: Social Science Building, Room #2038

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Office: TBA

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Office Hours: Mondays & Wednesdays 9:30 am until 11 am and by appointment

Course Description:

This course is a general introduction to Sociology. The academic discipline Sociology encompasses analysis of a wide range of social issues, from a diversity of perspectives, including inequality in society, deviance and crime, families, workplaces, identity, culture, etc. All of these topics share a common approach of viewing society through the lens of *sociological imagination*. This means that large institutions such as family or the economy, or social structures such as gender, race, class, age or the times one lives in (historical period), all external to the individual become crucial in understanding our personal situation. As famed sociologist C. Wright Mills warned us, an honest understanding of our own experience and changes in life comes only from locating ourselves within our period and from becoming aware of the experiences of individuals in our circumstances. Moreover, Mills explains that this can be “a terrible lesson and in many ways, a magnificent one.” The goal of this class is to engage the issues and encourage critical thinking about how each theory and/or issues relate, or does not relate, to our own lives and experiences. By the end of the course, you should be able to develop your own sociological imagination—a trait that will aid in any career or simply in understanding life itself.

Learning Objectives:

By the end of this term, students enrolled in this class will be able to:

- Students will explain the broad themes which make up the discipline of Sociology.
- Students will apply various sociological concepts and theoretical perspectives to the understanding of society.
- Students will communicate and apply critical thinking skills regarding key social problems and issues through their development of “sociological imagination.”
- Students will differentiate between individualistic (non-sociological) and sociological (external) explanations for social issues and describe the reciprocal relationship between individual and society.

Required Course Materials:

1. ***Sociology : A Global Perspective*** by Joan Ferrante (9th edition), Thomson Wadsworth, 2015.
2. Additional reading materials will be available through D2L

CLASSROOM ENVIRONMENT

In this class, we will engage in discussion of a variety of issues, some of which may be considered controversial. Ideas will be our central focus. As we examine ideas, we will likely have disagreements, as some ideas are often considered controversial. It is essential that we bring an open mind and respect for others opinions to the classroom.

Our readings, films, discussions, and group activities may broach many sensitive topics, including racism, sexuality, political, and religious views. We will engage these subjects in an intellectual, yet passionate manner. However, this material may offend some students or make them feel uncomfortable. If you think your discomfort may impede your engagement with class content, please see me immediately!

Please keep in mind that the student body is diverse and always refrain from making assumptions about who is or is not around you. We all have opinions, and it is okay to respectfully disagree with other people's comments. It is also okay to engage in passionate discussion. It is not okay to engage in actions that are hostile, derogatory, or disrespectful.

Please come to class prepared to participate and engage the material via discussions and class activities. Everyone should have something to contribute in class every day. However, we should all make every effort to ensure that every student gets an opportunity to participate.

If you have something to say, please raise your hand. Chatting with your neighbor or text messaging is distracting and will inspire me to call on you. Please turn off all cell phone ringers and pagers.

Let's create an environment where we can all have fun and enjoy the class this term!

Contacting the Instructor

If you send me an email at esterlin@kennesaw.edu, please always include "SOCI 2201/04 – YOUR NAME" in the subject line in order to ensure a response! I will also have time to meet in person while I'm on campus. These meetings are by appointment only and must be scheduled at least 24 hours in advance.

It is my goal to be a responsive educator and replying to your emails in a timely manner. However, just as I respect that students are usually balancing school schedules with work and family, I ask for your understanding regarding my response time as well. I do try to check my email at least twice a day Monday through Friday (once in the morning and once late afternoon or early evening) so I'm usually able to respond within 24 hours, although occasionally due to my schedule, it might take up to 48 to 72 hours. I do not typically check my email from late Friday afternoon until Monday morning so please do not expect an immediate response from me on the weekends or school holidays. In terms of grading, I usually provide feedback and scores within two weeks, although it is usually quicker.

If you are having a problem with your performance in this course, please schedule an appointment with me as soon as possible so that together we can figure out what needs to be done. I am willing to help solve any problem you might experience involving this course, except failure to read the assigned materials or missing class.

Grading Criteria

A = 90-100 = Excellent; Far exceeds expectations
B = 80-89 = Good; Exceeds expectations
C = 70-79 = Satisfactory; Meets minimum requirements
D = 60-69 = Passing work less than satisfactory
F = 59 and Below = Failing; Unsatisfactory Work

Grade Earning Assignments

- **Tests (3 @ 25% each) = 75%**
- **D2L Reading Comprehension Quizzes (Best 5 out of 6) = 20%**
- **Class attendance, participation and preparation = 5%**

1. TESTS – 75% of total grade (25% Exam #1; 25% Exam #2; 25% Exam #3)

Three (3) tests will be administered during this course. The test will consist of 50 multiple choice questions recorded on Scantrons. **Please bring your own Scantron sheet to each exam.** Additionally, exams are largely applied scenarios which require critical thinking skills rather than just memorizing and regurgitating information. These tests are not cumulative, and each test will cover only material presented since the last test. However, you may be required to incorporate concepts learned throughout the term. Test dates are: 2/16; 3/23; 5/4

Due to the large size of this class, there will be multiple versions of each exam. Exams will be identified by 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. If a student fails to mark the appropriate test ID on the exam and I have to grade it by hand, I will deduct 10 points from the exam.

During all exams, turn off phones and all other electronic gadgets. Go to the restroom before the test begins because if you leave the room during the exam, you must turn in your exam and I will consider it completed.

2. READING COMPREHENSION QUIZZES – 20% of total grade

These in-class, open book, and open notes quizzes are intended to assist you with your general comprehension of the material and encourage you to keep up with the readings. As a result, questions are largely definitional, and each quiz will contain about 20 multiple choice questions for each quiz recorded on Scantrons. **Please bring your own Scantron sheet to each quiz.** Please note that these quizzes are not necessarily indicative of what will be on the exam. You will still need to prepare for applying what you have learned. There will be two quizzes given for each Module for a total of six throughout the semester. However, I will only average the best five for your grade. Because you have plenty of notice as to the quizzes and are allowed to miss one, **no make ups will be provided.** Quizzes are will be given on: 1/28; 2/9; 3/4; 3/16; 4/15; and 4/27

3. ATTENDANCE, PARTICIPATION, AND PREPAREDNESS – 5% of total grade

The class sessions will be a mixture of didactic and interactive, with the opportunity for student participation and discussion. Students are expected to complete the required readings by the date assigned and be prepared to share their thoughts on the reading with other members of the class.

Given this is a very large class, in order to calculate this portion of your grade, I will assign in class group work/discussions throughout the semester (roughly once per week). At the conclusion of the group activity, I will ask for volunteers (or randomly select certain groups if necessary) to present their summaries /findings/ conclusions to the rest of the class. You should have at least two opportunities to participate and present your group work in class. If you are in class and prepared to participate with your group, you will receive full credit. If not, you will receive a zero. Because this is such a huge class, it is impossible for me to monitor everyone's attendance all the time for each class. This random "on the spot" check will provide me with the information needed to assess your attendance, participation, and preparedness. Because of the nature of this grade, **no make ups for this will be provided at all.**

Highlights and Review Days

For each module, I have included an *optional* "Highlights and Review Day" for the class immediately preceding the exam. Because this is such a large class, I have factored in these classes for motivated students to take advantage of expanding further on any interesting topics, providing the opportunity to apply key concepts, and/or asking any questions about the covered topics. Having these classes also gives us flexibility without affecting the rest of the schedule if class is unexpectedly canceled or cut short for any unforeseen circumstances (for which case these classes will cover new material and will no longer be optional).

Being Late or Missing Class

As with any college level course, regular class attendance is expected. Additionally, I expect you to be on time for each class. To avoid distractions, you will not be able to enter the classroom after the lecture has started. Many of the exam questions will be drawn from the lectures and discussions so it is essential you attend every class in order to do well in this course. I do understand that occasionally life happens that may interfere with you coming to class. If you must miss a class, you do not need to provide me with an explanation. More importantly, do not ask me whether you missed anything important (if the material you missed wasn't important, it wouldn't have been covered in class). Do not ask me for lecture notes—ask your classmates. I will assume that you are serious about class, and I presume that if you miss class you have a very good reason (i.e., you are very sick, caring for someone who is very sick, etc.). If your absences become chronic, or you anticipate chronic absences then it's time to consult with me. All that said, if you blow off class and do so on a regular basis, your grades will suffer.

If we have to cancel class due to snow or inclement weather, all assignments (including scheduled exams) will be due at the very next class period.

Late Assignments & Excuses

Due dates for assignments are non-negotiable, and all assignments must be completed on time. You are given plenty of notification regarding all assignment due dates, including assessments. Do not miss the due dates as no

changes or extensions will be granted without prior approval due to an extreme emergency. You will receive a zero for a missed or late assignment, and no partial credit will be given.

Only an extreme emergency with documentation (such as an accident report or emergency room receipt copies sent to me) will be considered. In these cases only, you MUST contact me before the due date or exam date or *immediately* afterwards if the emergency occurred on your way to class. Only on a case-by-case basis, I may consider extending partial credit for completing the assignment within one week (this is NOT available for the final exam!). If you miss either Exam #1 or Exam #2 then you will be given an essay make-up exam.

Extra Credit

I do not provide individual opportunities for extra credit or to earn “extra points.” In rare instances, I might curve an exam if there are particular questions that nearly all the students missed. No promises, but if your final grade is borderline (within one point of the next grade up only), I might consider attendance, participation, and preparation.

KSU ADA Statement Special Needs and Accommodations Statement:

Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Disabled Student Support Services via Ms. Nastassia Sanabria, Assistant Director for disabled Student Support Services, at 770-423-6443 (V) or 770-423-6480 (TDD). Please do not request accommodations directly from the professor or instructor without a letter of accommodation directly from the Office for Disabled Student Support Services. Office for Disabled Student Support website: http://www.kennesaw.edu/stu_dev/dsss/dsss.html

Academic Integrity

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the undergraduate and graduate catalogs. Section II of this Code addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to the University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.

HOPE YOU ENJOY THE CLASS!

COURSE SCHEDULE FOR PRINCIPLES OF SOCIOLOGY (SOCI 2201/04)

Class #	Topic	Readings (All readings come from <u>Sociology: A Global Perspective</u>)	Assessments
#1 -- W 1/7	Course Introduction	Syllabus	
MODULE 1: THE FOUNDATIONS OF SOCIOLOGY			
#2 -- M 1/12	The Sociological Imagination— What is sociology; what do sociologists do; having a “sociological imagination; founding fathers of sociology; Durkheim: Division of Labor & Solidarity	Chapter 1	
#3 -- W 1/14			
# 4 -- M 1/19	MLK Holiday – SCHOOL CLOSED		
#5 -- W 1/21	Theoretical Perspectives & Methods of Social Research Sociological theories: Different ways of looking at society; methods of research: How do sociologists know what they know.	Chapter 2	
#6 -- M 1/26			
#7 -- W 1/28	Culture How culture shapes us and our social lives; elements of culture; is there such a thing as “American Culture”	Chapter 3	Quiz #1 (Ch. 1&2)
#8 – M 2/2	Socialization	Chapter 4	
#9 – W 2/4	Social Interaction	Chapter 5	
#10 – M 2/9			Quiz #2 (Ch 3&4)
#11 – W 2/11	Highlights and Review Day (Optional)		
#12 -- M 2/16	Exam Day		Exam #1 (Ch. 1, 2, 3, 4 & 5)
MODULE 2: SOCIETY, SOCIAL CONTROL, SOCIAL GROUPS, AND SOCIAL INEQUALITY			
#13 – W 2/18	Formal Organizations	Chapter 6	
#14 – M 2/23	Deviance, Conformity, and Social Control, Part 1 Socialization as a means of social control: why do most people conform; when socialization fails: why do some people deviate from the norms; Labeling theory; Structural Strain theory	Chapter 7	
#15 – W 2/25	NO CLASS		
#16 – M 3/2	Deviance, Conformity, and Social Control, Part 2 (Continued)	Chapter 7	
#17 – W 3/4	Social Stratification Stratification systems, theories of stratification/inequality; what is “class”; social mobility and the American Dream	Chapter 8	Quiz #3 (Ch. 6&7)
#18– M 3/9	Race & Ethnicity Racism, prejudice, discrimination; minority groups, immigration in a diverse society: Melting Pot, Salad	Chapter 9	

Class #	Topic	Readings (All readings come from <u>Sociology: A Global Perspective</u>)	Assessments
	Bowl, or Pressure Cooker?		
#19 – W 3/11	Gender Is biology destiny: Sociobiological interpretations of gender; social construction of gender	Chapter 10	
#20 – M 3/16			Quiz #4 (Ch. 8&9)
#21 – W 3/18	Highlights and Review Day (Optional)		
#22 – M 3/23	Exam Day		Exam #2 (Ch. 6, 7, 8, 9, & 10)
MODULE 3: SOCIAL INSTITUTIONS			
#23 – W 3/25	Economics and Politics Technological revolutions & changes in economic systems; family-economy link; modern economic systems: capitalism and socialism as “ideal types”; world systems theory	Chapter 11	
# 24 – M 3/30			
#25 – W 4/1	Family, Part 1 Family structure, family functions; historical changes in family structure: the traditional extended family; the modern-nuclear breadwinner system; the contemporary dual-earner family and diversity in family forms	Chapter 12	
#27 – M 4/6	SPRING BREAK – SCHOOL CLOSED		
#28 – W 4/8	SPRING BREAK – SCHOOL CLOSED		
#29 – M 4/13	Family, Part 2 (continued)	Chapter 12	
#26 – W 4/15	Education Social function of education; different approaches of education around the world	Chapter 13	Quiz #5 (Ch. 11&12)
#30 – M 4/20	Religion Sacred and profane; functions of religion	Chapter 14	
#31 – W 4/22	Population and Health Care	Chapter 15	
#32 – M 4/27			Quiz #6 (Ch. 13&14)
#33 – W 4/29	Highlights and Review Day (Optional)		
EXAM WEEK 4/30-5/6	Assigned Exam Day during KSU Exam Week MONDAY, MAY 4TH 1 PM UNTIL 3 PM		Exam #3 (Ch. 11, 12, 14, 15, & 15)

****The professor reserves the right to make changes to the syllabus throughout the semester as needed.****