

'Social Issues: Perspectives in Sociology' Syllabus

Basic Course Information

Location: 137 W. Claire Harris Textiles (Marietta)

Meeting day/time: M/W 11:00—12:15 p.m.

Course: SOCI 2105 10261

Credit hours: 2

Instructor Information

Instructor: Desmond F. Goss

Office location: J327 Atrium Bldg. (Marietta)

Office hours: M/W 12:30—1:30 p.m. (or by appointment)

Email address: Dgoss14@kennesaw.edu (or through D2L)

Course Description

Sociology is the science of how culture and social structure transform human animals into people. This course critically examines a set of local and global social issues from a sociological perspective, with a focus on social inequality and social justice in the context of class, gender, race, and other dimensions of power.

Course Goals

Upon completing this course, you should be able to...

- Illustrate the significance of structural factors in social life.
- Appreciate the role of human agency in fostering social change.
- Elicit a perspective on social life that is based on social-scientific explanations.
- Describe the process of how humans become social beings.
- Appreciate how the social location of individuals influences their lives, behaviors, and mentalities.
- Exhibit improvement in the quality and sophistication of your writing, reading comprehension, and critical thinking skill.

Disability Accommodations

If you would like to request disability accommodations you may do so by registering with [Student Disability Services](#). After registering, you must provide the appropriate documentation to the instructors of all the classes in which you seek accommodations.

Academic Honesty

Violations of academic honesty (for example, forging excuses for absences, using unauthorized cheat sheets during exams, copying the work of other students, or plagiarizing from internet sources without citing) will result in a '0' on the associated assignment, an 'F' in the course, and/or further disciplinary actions, depending on the severity of the case (see KSU's [Codes of Conduct](#) for more information).

Attendance

Research has demonstrated a strong link between class attendance and final grades.¹ Therefore, regular and punctual class attendance is required. Attendance will be tabulated at any time over the class period – therefore, you should attend each class meeting through its entirety. **You are allowed three unexcused absences before receiving a three-point deduction in final grade for every additional absence.** Jury duty, military orders, religious observances/weddings (with written request during the first week of class), contagious or severe illness affecting you or your dependents (with dated doctor's note), and university-sponsored events (with prior approval from the Office of the Provost) constitute acceptable excuses for absences and are thus exempt from penalties. However, excuses for other compulsory absences (e.g., funerals) are considered acceptable only when you submit notification prior to your absence.

Excessive tardiness and frequent early departures are disruptive, rude, and disrespectful to your classmates and instructors. **Therefore, if your tardiness or early departures become excessive, you may be withdrawn from the class.**

In-class Technology: Cell phones, Laptops, Tablets, and Cameras

Research has demonstrated that students who use their phones, laptops, and tablets in class generally fare worse in those classes than students who don't.² Moreover, students in the vicinity of other students using these devices earn lower grades than students who sit further away. **Therefore, phones, laptops, and tablets should be powered-down or silenced and put away before class begins.** If you have an exceptional need to use such technology during class, you may submit a written request to me one week before the class during which you intend to use it. Similarly, taking pictures or video of board-work or slide presentations during class is also prohibited.

Discussion Etiquette

We will discuss topics that some find controversial or taboo. During contentious discussion, you should remain calm, allow others to speak, and base all claims in scientific rationale. Students who are intentionally offensive will be removed from the discussion or from the course, and may also incur further disciplinary actions, depending upon the severity of the incident.

Make-up and Late Assignments

Late assignments may be turned in for feedback but will receive a grade of '0.'

Make-up assignments are permitted only with one of the aforementioned acceptable excuses. **Approved make-up assignments must be submitted within seven days of the associated absence.**

¹ Crede et al. 2012. "Class Attendance in College: A Meta-Analytic Review of the Relationship of Class Attendance with Grades and Student Characteristics."

² Freid. 2008. "In-Class Laptop Use and Its Effects on Student Learning."

Required Readings

We will use **Readings for Diversity and Social Justice (3rd Edition)** by Maurianne Adams et al. as our primary text. Other readings will be available through D2L. Readings should be completed before the class during which we will discuss the associated material as to facilitate your comprehension and engagement.

Grading Scale

97-100= A+	83-86= B	70-72= C-
93-96= A	80-82= B-	60-69= D
90-92= A-	77-79= C+	59 and below= F
87-89= B+	73-76= C	

Assignments

Assignments due in class cannot be submitted electronically and should be submitted hardcopy, to the instructor, at the beginning of the class in which the assignment is due. All submissions must be typed in a 12-point professional font (such as Times New Roman) and double-spaced in a document with one-inch margins. Submissions that are more than one page long must be stapled and numbered. Grammatical errors that seriously impact the readability of the assignment will be penalized (I recommend you use a spelling and grammar checking program before submitting assignments). Always provide an in-text citation and a separate "Reference" section when including information from any source other than your original thought – failing to do so will constitute plagiarism, which is a violation of academic honesty. Failure to follow these guidelines will result in point deductions.

Graded assignments include:

- Two exams worth 50% (or 25% each) of the final grade.
- A photographic autoethnography worth 25% of the final grade.
- Two "pop" reading quizzes worth 10% (or 5% each) of the final grade.
- A roundtable presentation worth 15% of the final grade.

Exams

The exams will use essay, short answer and/or multiple choice format to assess your knowledge and application of class material. Questions will pull from in-class media and activities, required readings, and/or any other material presented during lecture.

Photographic Autoethnography

This assignment is designed to assess your acumen in applying sociological concepts and theory, and to provide practice for writing manuscripts in academic and professional settings. You will collect and analyze data (i.e., photographs) and literature pertaining to two different sociological social topics of significance to your life. (See D2L for more information).

“Pop” Reading Quizzes

To underscore the importance of reading for class and prompt attendance, three timed “pop” reading quizzes will be distributed in-class before lecture begins. The lowest reading quiz grade will be dropped. No extra time will be provided to students who arrive late.

Roundtable Presentation

The goal of roundtable presentations is to provide you with practice presenting projects in a professional setting. During roundtables, you will present your photographic autoethnography to other students in small groups, using a handout to facilitate your presentation. Each group member will evaluate the presentation of each other member. (See D2L for more information).

Disclaimers

All parts of this syllabus are alterable. If alterations are necessary, you will be immediately notified of changes.

Course Schedule

<u>Date</u>	<u>Today's topic is...</u>	<u>You should have read...</u>
M 11-Jan	<ul style="list-style-type: none"> • Course Overview • Introduction to Sociology 	
W 13-Jan	<ul style="list-style-type: none"> • Identity, Social Construction, and Structural Power 	<ul style="list-style-type: none"> • Tatum, "The Complexity of Identity: Who Am I?" (6-9) • Kirk and Okazawa-Rey, "Identities and Social Locations: Who Am I? Who Are My People?" (9-15) • Johnson, "The Social Construction of Difference" (15-21) • Bell, "Theoretical Foundations" (21-26)
M 18-Jan	<ul style="list-style-type: none"> • No Class in observance of Dr. MLK Jr. Day 	
W 20-Jan	<ul style="list-style-type: none"> • Identity, Social Construction, and Structural Power 	<ul style="list-style-type: none"> • Hardiman et al., "Conceptual Foundations" (26-35) • Young, "Five Faces of Oppression" (35-45) • Harro, "The Cycle of Socialization" (45-52) • Young, "Structure as the Subject of Justice" (52-56)
M 25-Jan	<ul style="list-style-type: none"> • Dimensions of Class Inequality 	<ul style="list-style-type: none"> • Mantsios, "Class in America – 2006" (150-156) • Collins et al., "The Dangerous Consequences of Growing Inequality" (157-164) • Jaffe, "Is The Near-Trillion-Dollar Student Loan Bubble About to Pop?" (176-180) • hooks, "White Poverty: The Politics of Invisibility" (199-202)
W 27-Jan	<ul style="list-style-type: none"> • Wealth and World Systems 	
M 1-Feb	<ul style="list-style-type: none"> • Dimensions of Gender Inequality 	<ul style="list-style-type: none"> • Lorber, "'Night to His Day': The Social Construction of Gender" (323-329) • Kimmel, "Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity" (329-334) • Johnson, "Patriarchy, the System: An It, Not a He, a Them, Or an Us" (334-339) • hooks, "Feminism: A Movement to End Sexist Oppression" (340-242)
W 3-Feb	<ul style="list-style-type: none"> • Women and Men in Media 	
M 8-Feb	<ul style="list-style-type: none"> • Dimensions of Racial Inequality 	<ul style="list-style-type: none"> • Tatum, "Defining Racism: 'Can We Talk?'" (65-68) • Takaki, "A Different Mirror" (68-73) • Roppolo, "Symbolic Racism, History, and Reality: The Real Problem with Indian Mascots" (73-77) • Lipsitz, "The Possessive Investment in Whiteness" (77-86) • NNIRR, "Injustice for All: The Rise of U.S. Immigration Policing Regime" (102-106)
W 10-Feb	<ul style="list-style-type: none"> • Exam 1 	

M 15-Feb	<ul style="list-style-type: none"> Hetero-Patriarchy and The Body 	<ul style="list-style-type: none"> Blumenfeld, "How Homophobia Hurts Everyone" (379-387) Carbado, "Privilege" (391-397) Clinton, "United Nations Address on Global LGBT Rights" (420-424) Meyerowitz, "Introduction-How Sex Changed: A History of Transsexuality in the United States" (432-434) Serano, "Trans Woman Manifesto" (443-446)
W 17-Feb	<ul style="list-style-type: none"> Unpacking Dis/ability 	<ul style="list-style-type: none"> Bryan, "Struggle for Freedom: Disability Rights Movement" (468-474) Wendell, "The Social Construction of Disability" (481-485) Colligan, "Why The Intersexed Shouldn't Be Fixed: Insights from Queer Theory and Disability Studies" (489-494) Murphy, "Post-Traumatic Stress Disorder Leaves Scars 'on the Inside,' Iraq Veteran Says" (501-502)
M 22-Feb	<ul style="list-style-type: none"> The Industrialization of Food 	
W 24-Feb	<ul style="list-style-type: none"> A Sociological Analysis of Gun Violence 	<ul style="list-style-type: none"> Klein, Excerpt from "The Bully Society: School Shootings and the Crisis of Bullying in America's Schools" (D2L) Uggen, "The Truth about Guns and Violence in the U.S." (D2L) Tonso, "How Sociology Texts Address Gun Control" (D2L)
M 29-Feb	<ul style="list-style-type: none"> Mass Incarceration and the Prison-Industrial Complex 	<ul style="list-style-type: none"> Bobo, "Racialized Mass Incarceration: Poverty, Prejudice, and Punishment" (D2L)
W 2- Mar	<ul style="list-style-type: none"> Environmental In/Justice 	
M 7-Mar	<ul style="list-style-type: none"> Political Violence and Crimes of State 	<ul style="list-style-type: none"> Carrabine et al., "Political Violence, Terrorism, and Counter-terrorism" (D2L) Kramer, "War, Aggression and State Crime: A Criminological Analysis of the Invasion and Occupation of Iraq" (D2L)
W 9-Mar	<ul style="list-style-type: none"> Social Justice 	<ul style="list-style-type: none"> Love, "Developing a Laboratory Consciousness" (601-605) Collins, "Toward a New Vision: Race, Class, and Gender" (606-611) Johnson, "What Can We Do?" (612-618)
M 14-Mar	<ul style="list-style-type: none"> Exam 2 	
W 16-Mar	<ul style="list-style-type: none"> Projects Due Roundtable Presentations Handouts Due 	