

## INTRODUCTION TO SOCIOLOGY (SOC 1101-01)

Spring 2017 Kennesaw State University  
Monday & Wednesday & Friday 8:00 – 8:50 a.m.  
Social Science Building 2038

|             |  |             |   |
|-------------|--|-------------|---|
| Instructor: | Lisa M. Lepard   | Office:     | Social Sciences Bldg. 4005                    |
| ✉:<br>Email | <a href="mailto:llepard@kennesaw.edu">llepard@kennesaw.edu</a><br><a href="mailto:profisalepard@gmail.com">profisalepard@gmail.com</a> | ☎:<br>Phone | Call the Sociology Department<br>470.578.6739 |
| 💻:          | 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; 9a – 10:30a; & by appointment  |             |   |

### **REQUIRED TEXT:**

☐ Ferris, Kerry and Jill Stein. 2016. *The Real World: An Introduction to Sociology*, 5<sup>th</sup> ed.

☐ Available at bookstore (book + access code) or access code; or online  
<http://books.wwnorton.com/books/webad.aspx?id=4294991915>

☐ Additional readings and films 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.

SOCI 1101 - Introduction to Sociology 3 Class Hours 0 Laboratory Hours 3 Credit Hours

This course is an overview of sociology, which emphasizes the social nature of human behavior, including an introduction to culture, social structure, socialization, deviance, stratification, family, gender, religion, demography, and complex organization.

SOCI 1101 satisfies one of Kennesaw State University's general education program requirements. It addresses the Social Sciences general education learning outcome. The learning outcome states: Students analyze how human relationships develop, persist, and/or change. For more information about KSU's General Education program requirements and associated learning outcomes, please visit [http://catalog.kennesaw.edu/preview\\_program.php?catoid=29&pooid=3434](http://catalog.kennesaw.edu/preview_program.php?catoid=29&pooid=3434)

### **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

### **PLEASE READ:**

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.\*
- 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:**

- ☐ **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.
- ☐ **ATTENDANCE POLICY:**
  - All class meetings are important. It is your responsibility to come to class. I will not take attendance 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. However, **DO NOT COME INTO CLASS LATE. IT'S DISRESPECTFUL AND DISRUPTIVE. I WILL CLOSE THE OUTSIDE DOORS AT 8:01 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:**
  - Any student with a documented disability needing academic adjustments is requested to notify the instructor as early in the semester as possible. Verification from KSU Student Disability Services is required. All discussions will remain confidential. KSU Student Disability Services <http://sss.kennesaw.edu/sds/>
- ☐ **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.

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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.

- 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.

### GRADED ASSIGNMENTS:

#### INQUIZITIVE:

- ☐ For each assigned chapter, you will be responsible for completing a quiz via InQuizitive.
- ☐ Assignments 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.

#### 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.
  - The SCJ Department provides your scantron for all exams.
  - Exam grades are typically posted the day of the exam. If not, grades will be posted within 24 hours.



**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 their 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 **WEDNESDAY MAY 3, 8AM – 10AM** 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 (if offered). 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.

**Keep Track of Your Own Grade!!** A = 90 – 100 B = 80 – 89 C = 70 – 79 D = 60 – 69 F = 59 & below (Grading Scale)

|               |     |   |
|---------------|-----|---|
| Exam 1 (a) =  | 20% | Your Final Course Grade= a + b + c + d + e = x x/5 (out of 100) |
| Exam 2 (b) =  | 20% |   |
| Exam 3 (c) =  | 20% |   |
| Exam 4 (d) =  | 20% |   |
| Quizzes (e) = | 20% |   |

\*\*If extra credit is offered, add (a + b + c + d + e + total extra credit points) = x x/5 (out of 100) final grade.

**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.

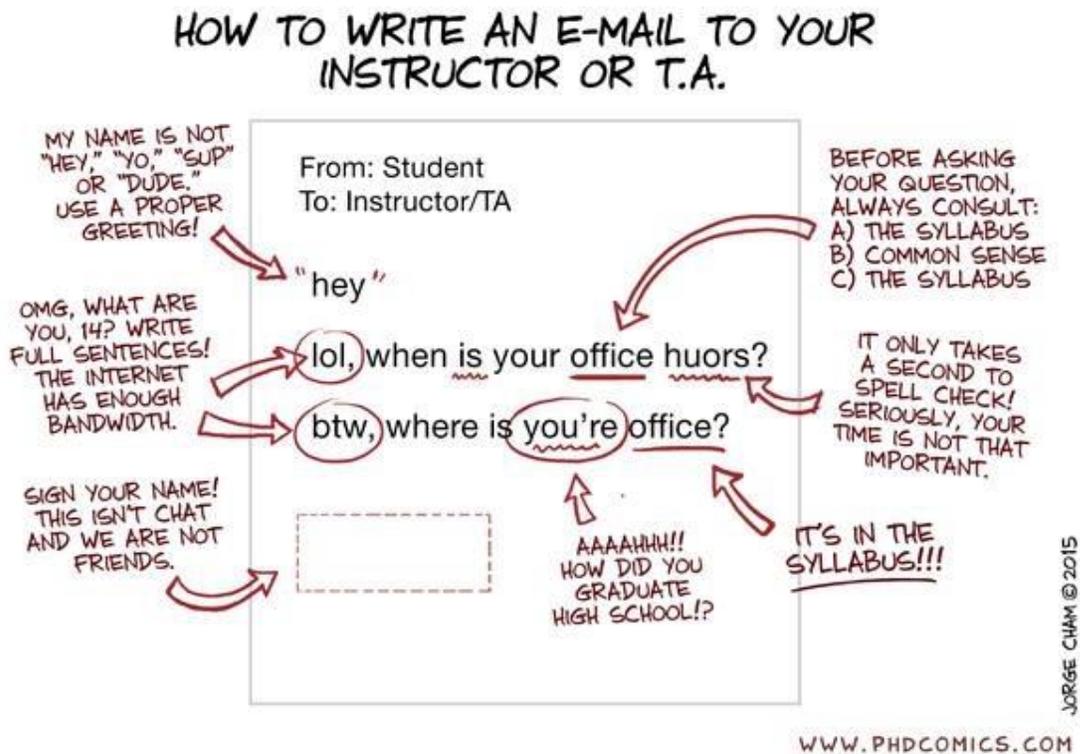
- ☐ Keep up with the assigned readings. Don't wait until the last minute to read several chapters and articles because you won't retain the information. Also, take notes on what you read.
- ☐ When I was a student, I made a habit of reviewing my notes every day—even if it was only for a few minutes. Keeping 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.
- ☐ 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*.

**CAMPUS POLICIES:**

- ACADEMIC HONESTY/INTEGRITY STATEMENT  
[HTTP://SCAI.KENNESAW.EDU/CODES.PHP](http://SCAI.KENNESAW.EDU/CODES.PHP)
- CONFIDENTIALITY AND PRIVACY STATEMENT (FERPA)  
[HTTP://ENROLLMENTSERVICES.KENNESAW.EDU/TRAINING/FERPA.PHP](http://ENROLLMENTSERVICES.KENNESAW.EDU/TRAINING/FERPA.PHP)
- UNIVERSITY – STUDENT RIGHTS STATEMENT  
[HTTP://CATALOG.KENNESAW.EDU/CONTENT.PHP?CATOID=27&NAVOID=2263](http://CATALOG.KENNESAW.EDU/CONTENT.PHP?CATOID=27&NAVOID=2263)
- ETHICS STATEMENT  
[HTTP://SCAI.KENNESAW.EDU/CODES.PHP](http://SCAI.KENNESAW.EDU/CODES.PHP)
- SEXUAL HARASSMENT STATEMENT  
[HTTP://SCAI.KENNESAW.EDU/CODES.PHP](http://SCAI.KENNESAW.EDU/CODES.PHP)
- COURSE ACCESSIBILITY STATEMENT (ADA STATEMENT)  
[HTTP://SSS.KENNESAW.EDU/SDS/INSTITUTIONAL-POLICIES.PHP](http://SSS.KENNESAW.EDU/SDS/INSTITUTIONAL-POLICIES.PHP)
- COURSE ACCESSIBILITY STATEMENT (ADA STATEMENT)  
[HTTP://SSS.KENNESAW.EDU/SDS/INSTITUTIONAL-POLICIES.PHP](http://SSS.KENNESAW.EDU/SDS/INSTITUTIONAL-POLICIES.PHP)

**EMAIL ETIQUETTE:** Telling students how to send an email may seem ridiculous, but if you want a response from me, please follow the 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 [proflisalepard@gmail.com](mailto:proflisalepard@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 300 students and no teaching assistant.
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 (MWF 8am).
5. Finally, do not email me about missing class and then ask if we did anything important or if you missed anything you need to know. Make a friend in class who can share notes with you.



## COURSE OUTLINE

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

| DATE   | TOPIC                                  | READINGS  | INQUIZITIVE DUE DATES   |
|--------|--|---|-------------------------|
| M 1. 9 | Introduction to course                 |   |                         |
| W 1.11 | Thinking Sociologically                | Chapter 1: Sociology and the Real World   | Thursday Jan.26 by 10pm |
| F 1.13 | ↳                                      | Reading (in D2L folder):<br>"Hernando Washington"   |                         |
| M 1.16 | <b>NO CLASS: MLK, Jr. DAY</b>          |   |                         |
| W 1.18 | Doing Sociology                        | Chapter 2: Studying Social Life: Sociological Research Methods  | Thursday Jan.26 by 10pm |
| F 1.20 | ↳                                      |   |                         |
| M 1.23 | Framing Social Life                    | Chapter 3: Culture  | Thursday Jan.26 by 10pm |
| W 1.25 | ↳                                      | In-class video  |                         |
| F 1.27 | Review/Catch-up                        |   |                         |
| M 1.30 | <b>EXAM 1</b>                          | <b>I will provide scantrons. You need to bring a pencil.</b>  |                         |
| W 2.1  | Framing Social Life                    | Chapter 4: Socialization, Interaction, and the Self   | Thursday Feb.23 by 10pm |
| F 2.3  | ↳<br>Race, Class, Gender Socialization | Readings (in D2L folder):<br>"Pink Brain, Blue Brain"<br>"The Social Construction of Gender"                            |                         |
| M 2.6  | ↳                                      |   |                         |
| W 2.8  | ↳                                      | Readings (in D2L folder):<br>"How Children Learn Race and Racism"   |                         |
| F 2.10 | Framing Social Life                    | Chapter 5: Separate and Together: Life in Groups  | Thursday Feb.23 by 10pm |
| M 2.13 | ↳                                      |   |                         |
| W 2.15 | Framing Social Life                    | Chapter 6: Deviance   |                         |
| F 2.17 | ↳<br>Crime                             | Reading (in D2L folder):<br>"The Color of Justice"  | Thursday Feb.23 by 10pm |
| M 2.20 | ↳                                      |   |                         |
| W 2.22 | <b>No Class</b>                        | Video on D2L to watch (required for Exam 2)   |                         |
| F 2.24 | Review/Catch-up                        |   |                         |
| M 2.27 | <b>EXAM 2</b>                          | <b>I will provide scantrons. You need to bring a pencil.</b>  |                         |
| W 3.1  | Understanding Inequality               | Chapter 7: Social Class: The Structure of Inequality  | Thurs. March 23 by 10pm |
| F 3.3  | <b>No Class</b>                        | Video on D2L to watch (required for Exam 3)   |                         |
| M 3.6  | ↳                                      | Readings (in D2L folder):<br>"The High Cost of Poverty"<br>"Race as Class"  |                         |
| W 3.8  | Understanding Inequality               | Chapter 8: Race and Ethnicity as Lived Experience   | Thurs. March 23 by 10pm |
| F 3.10 | <b>No Class</b>                        | Video on D2L to watch (required for Exam 3)   |                         |
| M 3.13 | ↳                                      | Reading (in D2L folder):<br>"Controlling Images and Black Women's Oppression"   |                         |
| W 3.15 | Understanding Inequality               | Chapter 9: Constructing Gender and Sexuality  | Thurs. March 23 by 10pm |
| F 3.17 | ↳                                      |   |                         |
| M 3.20 | <b>No Class</b>                        | Video on D2L to watch (required for Exam 4)   |                         |
| W 3.22 | ↳                                      | Reading (in D2L folder):<br>"Is Hooking Up Bad for Young Women?"<br>"Homosexual Behavior in Cross-Cultural Perspective" |                         |
| F 3.24 | Review/Catch-up                        |   |                         |
| M 3.27 | <b>EXAM 2</b>                          | <b>I will provide scantrons. You need to bring a pencil.</b>  |                         |

|        |  |  |                         |
|--------|--|--|-------------------------|
| W 3.29 | Social Institutions and the Macro-Micro Link | Chapter 10: Social Institutions: Politics, Education, and Religion               | Thurs. April 27 by 10pm |
| F 3.31 | No Class                                     | Video on D2L to watch (required for Exam 4)                                      |                         |
| M 4.3  | <b>SPRING BREAK</b><br>April 1 – 7           |  |                         |
| W 4.5  |  |  |                         |
| F 4.7  |  |  |                         |
| M 4.10 |  | ↳ Education  |                         |
| W 4.12 | ↳  | ↳ Education<br>Reading (in D2L folder): “Bad Boys”                               |                         |
| F 4.14 | ↳  | ↳ Religion   |                         |
| M 4.17 | ↳  | ↳ Religion   |                         |
| W 4.19 | Social Institutions and the Macro-Micro Link | Chapter 12: Life at Home: Families and Relationships                             | Thurs. April 27 by 10pm |
| F 4.21 | ↳  | Reading (in D2L folder):<br>“The Joys of Parenthood, Reconsidered”               |                         |
| M 4.24 | Social Institutions and the Macro-Micro Link | Chapter 14: Health and Illness   | Thurs. April 27 by 10pm |
| W 4.26 | ↳  | Reading (in D2L folder): “New View on Obesity ‘Epidemic’ Offered by Sociologist” |                         |
| F 4.28 | Review/Catch-up                              |  |                         |
| M 5.1  | <b>EXAM 4</b>                                | <b>I will provide scantrons. You need to bring a pencil.</b>                     |                         |
| W 5.3  | <b>FINAL EXAM<br/>8am – 10am</b>             | <b>I will provide scantrons. You need to bring a pencil.</b>                     |                         |