

# Introduction to Sociology

University of Colorado at Boulder

**Class:** Socy 1001

**Days:** Tuesday and Thursday

**Time:** 8:00-9:15am

**Room:** BESC 185

**Semester:** Spring 2010

**Instructor:** Colter Ellis

**Office:** Ketchum 409

**Contact:** [colter.ellis@colorado.edu](mailto:colter.ellis@colorado.edu)

**Office Hours:** Tuesday and Thursday from 9:30-11:00am or by appointment

## Course Description

This course provides an introduction to sociology as an academic discipline and an everyday perspective. During the semester, we will use the sociological framework to examine interaction, social institutions, cultural representations, and ourselves. We will discuss sociology as a language, a scientific method, and theoretical perspective. It is my intention that you will gain the tools needed to think sociologically in your everyday life. In addition, I have three specific goals for you this semester.

1. That you learn to ask questions and think sociologically.
2. That you learn to read, understand, and critique sociological research.
3. That you learn to understand and apply the sociological perspective to your world.

## A Word of Caution

Sociology pays special attention to oppression and inequality. We will discuss how inequality manifests in our selves, social interaction, and social institutions. You will be asked to **critically** examine oppression in our society and the role **you** play in its reproduction. If you are not prepared to critically examine society and yourself, this class may not be for you.

## Required Text

McIntyre, Lisa J. 2008. *The Practical Skeptic: Core Concepts in Sociology 4<sup>th</sup> Edition*. New York: McGraw-Hill.

McIntyre, Lisa J. 2008. *The Practical Skeptic: Readings In Sociology 4<sup>th</sup> Edition*. New York: McGraw-Hill.

Additional readings will be posted on CU learn.

## **Classroom Decorum**

Some subject matters introduced during this class deal with sensitive subjects. I cannot guarantee the environment of this class will be comfortable at all times for everyone. That said, one of my primary goals is to foster an environment in which everyone is able express ideas and opinions. As a means to this end, I absolutely require that everyone behave respectfully within this forum, including giving others the benefit of the doubt, listening attentively, and understanding the effect your words will have on others. Insensitive comments concerning race, ethnicity, class, gender, sexual orientation, religion, ability etc are forbidden.

## **Classroom Expectations**

- Arrive in the classroom prepared to begin on time. Please stay for the entire class period.
- Turn off phones. If you have an emergency, please notify me prior to class and switch your phone to silent/vibrate.
- Do not read newspapers, text message, or otherwise distract from the learning/teaching environment.
- Please participate in the main conversation by being attentive and abstaining from reading other materials, and not carrying on side conversations during class.
- Turn in assignments on time. Adhere to university policies regarding academic honesty.
- Familiarize yourself with CULearn. It is not my responsibility to help you navigate this system. If you have problems or questions please contact ITS at (303) 735-HELP.
- Keep all returned papers and tests until the end of the semester. In the case of a grade dispute or a potentially miss recorded grade, it is the students responsibility to provide the graded paper or test.

## **Tools for Success**

- Attend and participate (if only with your attentive listening). Studies suggest that this is highly correlated with the grade you earn.
- Go to the writing lab! This is a wonderful resource for ALL students, even if you consider yourself a good writer. <http://www.colorado.edu/pwr/writingcenter.html>
- Keep up with the reading. You cannot participate or fully get the class material or have fun with the discussions if you have not done the readings and thought about them.
- Become a person to your instructor. You can do this by asking questions, coming to office hours, and engaging with the material.
- Read and follow instructions carefully.
- Ask for assistance when you need it.
- Speak up and participate in discussions by asking questions, answering questions, giving opinions, or tying together others' comments. Do this even if

you do not think you have the right or best thing to say. You will learn something by doing it.

## Course Requirements and Grading

**Tests:** There are three tests for this class. The first two are worth 50pts and the Final is worth 100pts. Tests are comprised of multiple choice, matching, and might include short answers. My primary intent in administering these exams is to test your understanding of the readings, vocabulary, concepts, and perspectives. No study guide will be provided.

- Test 1: Feb 16<sup>th</sup>
- Test 2: April 1<sup>st</sup>
- Final: May 3<sup>rd</sup> @ 7:30pm

**Paper:** There will be one paper for this class. You will be asked to read and evaluate an article from a sociological journal. The full paper assignment will be posted on CU Learn.

**Formatting Your Paper:** All papers should include a cover sheet with your name, date, class name and number, and paper title. Please use a professional font (Times, Times New Roman, Century or something similar) sized 12 point. Margins should be 1 inch. Papers should be double-spaced. **Be sure to cite all material and do not use Wikipedia.**

**How to Turn in a Paper:** A hard copy of all papers must be submitted to me at the start of class the day they are due. **No electronic copies will be accepted unless approved in advance by me!** Please be clear, emailed and late papers will receive zero points.

### Assignment Due-Dates and Values:

Test 1:	50pts
Test 2:	50pts
Paper	50pts
Test 3:	100pts
Quizzes	10pts each
Total	250pts + Quiz Points

### Attendance

There is no attendance requirement for this class. However, you cannot expect to pass this class without attending class regularly.

If you must miss a class, first contact a classmate to find out what you missed. If you need further information, please contact me. I do not give out my power point slides.

Record the names and numbers of three classmates here:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## **My Policies**

### **Late Policy**

Absolutely no late papers or tests will be accepted without prior approval or an acceptable **and** documented excuse. If you have an excused absence during a graded SPI challenge, you will be able to make up the individual points, but not the team points.

### **Schedule Conflicts**

If you have a religious holiday, family vacation, wedding, or similar engagement that will conflict with the class schedule I expect you to notify me within the first 2 weeks of class. You have until the start of class January 26<sup>th</sup> to notify me of conflicts. If you do not notify me by this date I will be unable to make alternative arrangements for you.

### **Email Policy**

It is often tempting for students to email their instructors for “quick answers” to questions. For instructors, this often leads to many repetitive emails and it is difficult to thoughtfully respond to all of them. With this in mind, I would like you to respect these emailing parameters.

I strongly encourage you to email me if you have a question that you would like addressed in class or if you have information/articles/media that is pertinent to class material. Please email me to set up appointments outside of office hours. Please email me if you are unable to meet in person for a legitimate reason, such as a personal/family emergency.

Please never contact me via email regarding grades. It is technically against school policy to discuss grades over email. Please do not email me for answers to questions that can be answered by this document. Please try not to email me for answers to

questions regarding assignments or tests. Instead, please email questions and ask that it be addressed during class time. If you have questions specific to you, please come to office hours or make an appointment.

### **Laptop Computers**

As a general rule, I do not allow laptop computers in my classroom. If you would like to use a laptop in my class, you must set up a meeting with me during my office hours to discuss this possibility.

### **Academic Integrity**

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-725-2273).

Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). For other information on the Honor Code, see

<http://www.colorado.edu/policies/honor.html> and  
<http://www.colorado.edu/academics/honorcode/>

### **Disability Policy**

Students with documented disabilities, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, attention deficit/hyperactive disorder, or psychiatric disabilities should see me after class or during my office hours (preferably during the first two weeks of class) to discuss possible reasonable accommodations. For more information, consult The Office of Disability Services, Willard 322 (303-492-8671).

### **Classroom Behavior**

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty members have the professional responsibility to treat all students with understanding, dignity, and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at

<http://www.colorado.edu/policies/classbehavior.html> and

[http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student\\_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code)

### **Discrimination and Harassment**

The University of Colorado at Boulder policies on Discrimination and Harassment (<http://www.colorado.edu/policies/discrimination.html>) Sexual Harassment, and Amorous Relationships apply to all students, staff and faculty. Any student who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. For information about the ODH and the campus resources available to assist individuals regarding discrimination or harassment, see <http://www.colorado.edu/odh> for more information.

### **Rescheduling Final Exams**

“If you have three or more final exams scheduled on the same day, you are entitled to arrange an alternative exam time for the last exam or exams scheduled on that day. To qualify for rescheduling final exam times, you must provide evidence that you have three or more exams on the same day, and arrangements must be made with your instructor no later than the end of the sixth week of the semester (Friday, October 2, 2009).” See [http://registrar.colorado.edu/calendar/exam\\_sched\\_fall09.html](http://registrar.colorado.edu/calendar/exam_sched_fall09.html) for more information.

## Reading Schedule

Week	Day	Reading
Week 1	12-Jan	
	14-Jan	Text: Introduction AND Chapter 1 (p. 1-28)
Week 2	19-Jan	CU Learn What is a Social Fact?
	21-Jan	Text: Chapter 2 (p. 29) and Reader: C. Wright Mills The Promise (p. 1-6)
Week 3	26-Jan	CU Learn: Towards a New Vision
	28-Jan	Reader: Skipping Class (p.35-42)
Week 4	2-Feb	Text Chapter 3 (p. 40)
	4-Feb	Text Chapter 4 (p. 49) and Reader: Horace Miner Body Ritual Among the Nacirema (p70-74)
Week 5	9-Feb	Chapter 5 (p. 58)
	11-Feb	Chapter 6 (p. 77)
Week 6	16-Feb	Review: No Reading
	18-Feb	
Week 7	23-Feb	Text: Chapter 7 (p. 97) and Reader: Code of the Streets (p 94)
	25-Feb	Text: Chapter 10 (p. 150)
Week 8	2-Mar	Reader: The Presentation of Self (p. 118)
	4-Mar	CU Learn "Doing Gender"
Week 9	9-Mar	Reader: Commanding the Room in Short Skirts (p. 145)
	11-Mar	Chapter 11 (p. 168)
Week 10	16-Mar	Reader: Fraternities and Collegiate Rape Culture (p. 280)
	18-Mar	Reader: If Hitler asked you to... (p. 53)
Week 11	23-Mar	Spring Break
	25-Mar	Spring Break
Week 12	30-Mar	Review

	1-Apr	
Week 13	6-Apr	CULearn: Crime
	8-Apr	CULearn: Juvenile Delinquency
Week 14	13-Apr	Reader: Confessions of a Nice Negro (p. 371)
	15-Apr	Reader: The Model Minority Myth (p. 379).
Week 15	20-Apr	Reader: Race Doesn't Matter, but... (p. 353).
	22-Apr	CULearn: Understanding Dogs
Week 16	27-Apr	CULearn: Women's Best Friend
	29-Apr	CULearn: The Power Of Play
	30-Apr	Last Day of Classes
Week 17	3-May	Final 7:30pm