

INTRODUCTION TO SOCIOLOGY – Sociology 1001-100

Summer 2008

Class meets: M,T,W,R,F from 11 am-12:35 pm in Ketchum 234 from June 2 to July 3

Instructor: Shelli Walker

Contact Info: Michelle.Walker@colorado.edu

Office Hours: 1:30 -3:00 pm Tuesdays, Fridays & by appointment

Office: Ketchum 35

Course Description

Introduction to Sociology is an intensive survey course that explores the concepts, theories, and research methods that sociologists use to analyze the social world. It also provides an overview of sociology's areas of study and gives a sense of the scope of sociological inquiry.

Many people are unclear about the focus of sociology. As a study of society, this field is wide-ranging and diverse in its subject matter. However, sociology has coherence in the types of questions it asks, and the research methods and theoretical background it brings to these questions.

Many authors of introductory sociology materials are quick to point out that, as members of society, we all have some natural sociological tendency and even engage in "armchair sociology." When people try to explain "the way things are," whether they are talking about work, education, families, or economics, they are entering sociological territory. However, there are critical differences between "armchair sociology" and sociology as a discipline. "Armchair sociology" often bases its arguments on a mixture of unsystematic information and opinion. The discipline of sociology, on the other hand, seeks to create systematic information about society and its workings with rigorous standards for making claims. We will begin with a tour of sociological theory and method. The remainder of the course will focus on some of the main subject areas with which sociologists are concerned. We will utilize what we have learned about theory and methods, expanding our sociological imagination into more subject-specific areas.

Course Structure and Goals

Since this intensive class meets five days a week for only five short weeks, expect a significant daily reading load, usually ranging from 30-50 pages per day. It is **essential** that you come to class with the assigned readings completed, ready and willing to discuss and debate the readings and participate in class activities.

This course emphasizes interaction and active learning. As such, your preparation and participation in class is a necessary component to make the class a successful learning experience for you and the class as a whole. This class has the potential to be as interesting as you help to make it. Assignments include in-class activities, an informal team presentation, three exams, and written responses to the reading as outlined below.

My hope is that you will derive the following things from this class:

- An overview of sociology: its methods, its theory, the scope of its content, and its applications.
- Knowledge about the types of questions sociologists ask and how they seek answers.
- Stronger critical thinking skills.
- The ability to apply a sociological perspective to issues in this class and in future classes.
- An improved strategy for college-level reading
- An improved organization of ideas in writing analytical responses.
- An improved sense of confidence in class participation and in working collaboratively.

Behavioral Expectations

Students are expected to arrive to class on time, with materials for the day. The University has a classroom behavior policy, (see <http://www.colorado.edu/policies/classbehavior.html>) and students are required to adhere to the behavior standards listed in this policy and to refrain from disrupting class. In addition to these basic guidelines, students are required to abide by the following standards (these should seem obvious):

- Respectful behavior toward all members of the class is required at all times.
- All cell phones must be turned to vibrate during class. If your phone rings, I reserve the right to answer your phone. No text messaging during class.
- Students may not read outside material, complete work for other classes, wear headphones, or have side conversations during class.
- Due to the structure of the class, laptops are unnecessary. They will be permitted for use at times when that is appropriate, but students will be asked to put them away during discussions. Laptop policy is provisional on appropriate use: if any student is attending to work other than coursework during class time on their laptop, they will be prohibited from using the laptop in class for the remainder of the course and will lose attendance points for that day.
- Do not pack up belongings or leave before class is over (unless you've informed me ahead of time).

Both students and faculty are expected to abide by the University's Honor Code, which can be found at the following website: <http://www.colorado.edu/academics/honorcode/>. Cheating and plagiarism are taken very seriously and will result in a failing grade for the course and possibly in further disciplinary action.

Disability Statement

If you qualify for accommodations because of a disability, please submit a letter from Disability Services to me within the first four days of class. It is your responsibility to contact Disability Services and arrange for a letter to be provided to you. You can contact Disability Services at: 303.492.8671, Willard 322, www.colorado.edu/disabilityservices

Other Obligations

Every reasonable effort will be made to fairly deal with students who, because of religious obligations, participation in athletics or other structured activities, have just cause to request assistance coping with conflicts with attendance or assignments. All students to whom this applies must contact me in writing beforehand listing specific obligations and dates within the first two weeks of class. Forgetting to do so is not a valid excuse. No late reading responses, applications, or exams will be given or accepted except in the most extraordinary of circumstances.

CU Learn

You will be expected to use CU Learn in this course to access readings on time. You will not hand in homework this way, but grades will be posted on CU learn. Sections of CULearn you should check regularly include: Calendar, Announcements, Readings, Web Links. Questions about using CU Learn? Contact IT (NOT Shelli) at 303.735-HELP

You are responsible for all material covered in class and all announcements made in class!

While this syllabus serves as a reference for class readings, assignment due dates and other information relevant to the class, you are still responsible for announcements made by CU Learn or during class that amend the schedule or assignments. Absence, tardiness, and inattentiveness are not valid excuses for failing to complete an assignment! For this reason, it is good to have a "buddy" who you can check in with if you did miss something during class, or missed class altogether. Please consult with one another or use the references provided before contacting me!

REQUIRED COURSE READINGS

The Real World: An Introduction to Sociology. 2008. Kerry Ferris and Jill Stein. WW Norton Publishers: New York, NY. (available as textbook or electronic copy)

Supplemental Readings are available as pdf documents on CU Learn. Most days will have readings in addition to the textbook, and these readings are organized by the date they should be completed, both in the syllabus schedule below, and online.

EVALUATION

Each component of the evaluation is briefly explained below, and will be explained in more detail in class. Grades will be available on CU Learn. Final grades will be determined as a percent of the total 750 points.

<i>Grade</i>	<i>Percent</i>	<i>Points</i>
A	94-100%	705-750
A-	90-93%	675-704
B+	87-89%	650-674
B	83-86%	620-649
B-	80-82%	600-619
C+	77-79%	575-599
C	73-76%	545-574
C-	70-72%	525-544
D+	67-69%	500-524
D	63-66%	475-499
D-	60-62%	450-474
F	Below 59%	Below 449

You should keep track of your own grade. **It is your responsibility to keep your returned assignments.** This is important in case any grade was improperly recorded or was accidentally not recorded. While I strive to record all grades accurately, this ensures that you can 1) track your own progress and 2) provide documentation if any grade discrepancy should arise. I will only correct recorded grades if you can provide an original graded assignment showing the discrepancy.

PLEASE NOTE: Late assignments will **NOT** be accepted. **NO MAKE-UPS** will be provided for unexcused absences from exams – and excused absences are rare.

Point Breakdown for Class

<i>Assignment</i>	<i>Points</i>	<i>Percent of grade</i>
Exam 1	75	10 %
Exam 2	90	12 %
Final Exam	110	15 %
In-class assignments	85	11 %
Presentations	120	16 %
Reading Responses 7 @ 30 each	210	28 % (4% each)
Attendance	60	8 %
TOTAL	750	100 %

EXAMS: Exams will be a combination of multiple-choice, fill-in-blank, short answer, and short essay questions.

IN-CLASS ASSIGNMENTS: These vary in format and requirement. They include quizzes, but may also consist of completing open-ended questions or activities for which points are assigned based on participation, level of effort, and insight into the activity. Each assignment ranges between 5-15 points apiece.

ATTENDANCE: Attendance is counted for all non-exam days. Participation is mostly accounted for by presentation and in-class assignment points. However, attendance is expected to consist of more than mere bodily presence. Speaking in class, communicating with instructor and classmates, evidence of completing readings indicate higher scores for attendance because they make your attendance more valuable. Breaking classroom behavior expectations noted above, or lack of/refusal to participate may result in a lower attendance score. Since this class is concentrated in 5 weeks, attendance also contributes indirectly to your success on all other assignments.

READING RESPONSES: You complete a total of 7 reading response assignments during the semester. The first assignment during week 1 is required. During weeks 2, 3, and 4, most days have a reading response option (there are a few days where this is not the case; see the schedule below). You may choose which ones you would like to do, but you must complete at least 1 reading response per week and, after week 1, complete a total of 6 additional reading responses during weeks 2-5.

Please note that reading responses are due **on the day that the reading is assigned. NO LATE responses will be accepted!!! NO EXCEPTIONS!** This assignment will be explained in more detail in class during the first week of class.

READINGS & ASSIGNMENTS by DAY

SEE CULEARN to retrieve supplemental readings listed below. Please note: Modifications to assignments and readings that vary from syllabus are possible. These will be announced in class and on CU Learn.

Please read all material by class by the day it is assigned.

Note: RW= page numbers for the REAL WORLD textbook. This includes TEXT ONLY—no exercises, boxes, intro or end material unless specifically indicated.

To complete FOR:	TENTATIVE TOPICS/ /READINGS/ASSIGNMENTS * I reserve the right to modify, drop, or change readings.
WEEK 1	SOCIAL THEORY AND METHODS *1 required reading response on Thursday
Monday June 2	ABOUT THIS CLASS: ASSIGNMENTS, HOW TO SUCCEED, POLICIES <i>READ:</i> Syllabus
Tuesday June 3	WHAT IS SOCIOLOGY? <i>READ:</i> Syllabus RW: pp. 6-28 (no boxes) Babbie “An Idea Whose Time Has Come”

Wednesday June 4	SOCIOLOGICAL THEORY <i>READ:</i> RW p. 33 “What is Theory”, box p. 36 on “Eurocentrism” RW pp. 37-58 (skip boxes and workshops) Colomy “Three Sociological Perspectives”
Thursday June 5	SOCIOLOGICAL THEORY & METHODS <i>READ:</i> RW: None Sears “In Theory” readings Mills “The Sociological Imagination” Reading Response #1 (REQUIRED)
Friday June 6	SOCIOLOGICAL METHODS <i>READ:</i> RW 62-81 + “Changing the World” box p 79
WEEK 2	WHO ARE WE? INDIVIDUALS, GROUPS, AND SOCIETY
Monday June 9	EXAM 1 in class
Tuesday June 10	CULTURE AND SOCIALIZATION <i>READ:</i> RW: 90-92 definitions of culture and ethnocentrism RW 94-113 (no boxes or workshops) Zerubavel “Social Division of the World” Presentation example Reading Response #2
Wednesday June 11	THE SELF AND INTERACTION <i>READ:</i> RW pp. 118-138 + “Changing the World” box p. 130-131 “On the Job” box 136-137 Zinn “Violence and Human Nature” sears “nature and culture” Reading Response #3 Presentation Group 1
Thursday June 12	LIFE IN GROUPS <i>READ:</i> RW 142-162; 393-395 Freie “Counterfeit Community” excerpt 1 Watters “Urban Tribes” Reading Response #3 Presentation Group 2
Friday June 13	DEVIANCE <i>READ:</i> RW 170-189 include boxes 173, 187 only Meyer “Would You Electrocute a Stranger?” Chambliss “Saints and Roughnecks” Reading Response #4 Presentation Group 3

WEEK 3	STRUCTURES AND IDENTITY: RACE, CLASS, GENDER
Monday June 16	CLASS <i>READ:</i> RW 193-222 McNamee and Miller “American Dream” Mantsios “Media Magic-Making Class Invisible” Reading Response #5 Presentation Group 4
Tuesday June 17	RACE <i>READ:</i> RW 228-246 + box on 239 and 240-41 Jensen editorials on white privilege Feagin “Racism” Reading Response #6 Presentation Group 5
Wednesday June 18	GENDER <i>READ:</i> RW 252-271 (no boxes) Dove “Beyond Stereotypes” Excerpt Thompson “New Vision of Masculinity” Risman “Gender as Structure” Reading Response #7 Presentation Group 6
Thursday June 19	INTERSECTIONS OF RACE, CLASS AND GENDER <i>READ:</i> NO RW READING Rothenberg “Social Construction RCGS” Jackson “Inequalities” Reading Response #8 Exam Prep-No Presentation
Friday June 20	EXAM 2 in class
WEEK 4	SOCIAL STRUCTURES
Monday June 23	INSTITUTIONS: CLASS & POLITICS <i>READ:</i> RW CH 11 pp. 287-298 + box p.290 Domhoff “Who Rules America?” Dreier “U.S. In Comparative Perspective” Reading Response #9 Presentation Group 7
Tuesday June 24	WORK AND GLOBALIZATION <i>READ:</i> RW CH 12 PP. 322-351 + BOX P. 333 Ritzer “McDonaldization” Bryman “McDisneyization” Mander “Design Corp Rule” Reading Response #10 Presentation Group 8

Wednesday June 25	FAMILY, EDUCATION <i>READ:</i> RW CH 13 356-368, box 358-59, box 360, 371-375 CH 11 299-301 + 320-303 “crisis in ed” section Hughes and Hans “Internet and Family life” Kilbourne “Socialization and Advertising” Reading Response #11 Presentation Group 9
Thursday June 26	MEDIA AND CONSUMPTION <i>READ:</i> RW CH 14 pp. 34-392 Gardner and Assadourian “The Good Life” Watters “Urban Tribes” Reading Response #12 Presentation Group 10
Friday June 27	ENVIRONMENT AS A SOCIAL ISSUE <i>READ:</i> RW: 406-418 Boyce “Political Economy and Environment” Pellow and Brulle “Poisoning the Planet” Shellenberger and Nordhaus “Death of environmental movement” 11-16, 32-34 Reading Response #13 Presentation Group 11
WEEK 5	SOCIAL MOVEMENTS, SOCIAL CHANGE
Monday June 30	BRINGING TOGETHER: MEDIA, INSTITUTIONS, ENVIRONMENT <i>READ:</i> Cavanagh and Mander “Ten Principles for Sustainable Societies” “Greenwashing of America” Reading Response #14 Presentation Group 12 (if there is such a group)
Tuesday July 1	SOCIAL MOVEMENTS AND SOCIAL CHANGE <i>READ:</i> RW 444-464 +box 462-463 NORDHAUS and SHELLENBERGER “Second Life” Domhoff excerpt Reading Response #15 No group presentation
Wednesday July 2	REVIEW
Thursday July 3	FINAL EXAM