

INTRODUCTION TO SOCIOLOGY (SOC 101)

Fall, 2009

Main Lecture Class Meeting Days and Times:

Sections 001-008 Mondays and Wednesdays from 12:00 to 12:50pm

Sections 009-015 Mondays and Wednesdays from 3:00 to 3:50pm

(Check your class schedule for days, times and meeting locations for your discussion section)

Lecture Hall Location: Classroom Building (White Hall) CB 118

Lecturer and Instructor: TBA

SOC CATS 101 Office is in the Patterson Office Tower, 15th Floor, room 1553.

INTRODUCTION

This course is an introduction to the study of human society through the science of sociology. The course, generally speaking, stresses the learned nature of human behavior as a shared product of the ongoing interaction of individuals and groups. The elements of culture, social conceptions of deviant behavior, social class and inequality, as well as the factors that contribute to an understanding of social change will be explored throughout the course. Because human social life is so expansive and evolving, sociology has many sub-sections of study, ranging from the analysis of conversations to the development of theories to try to understand how large or global social institutions and forces work. Students should expect to receive a fundamental introduction to the concepts and methods associated with the scientific study of society and human behavior. Topics will include socialization, group interaction, the mass media, deviance and social control, and global, racial, and ethnic inequality. Three major perspectives of sociology—functionalist, conflict, and interactionist—will be employed throughout the course as theoretical tools for considering these topics, and many others.

REQUIRED TEXT AND MATERIALS

All students must have the 1th edition of this text:
Benokraitis, Nijole V. (2009-10) "SOC"

(also) All students must have a Turning Point Response Card. (these are bundled together with the text if you buy it at the bookstore). If you don't buy it bundled with the text, you are responsible for having acquired a card (see below for more information about this)

Additional Reading Assignments will be posted on Blackboard for downloading and/or reading.

OPTIONAL MATERIALS:

Several resources are available from the textbook publisher and the author, including a comprehensive set of study materials online, such as flash cards and note-taking templates and other content to augment the text. Be sure to read the early pages in your textbook for more information on these resources, and be sure to visit blackboard and the SOC CATS 101 website for my specific suggestions on how to study for this course using the text and other materials.

STUDENT LEARNING OUTCOMES:

1. Identify important sociological research findings and concepts.
2. Explain sociological theories, methods, and ethics.
3. Analyze social phenomena using a sociological lens.
4. Apply sociological concepts and methods to the analysis of social problems.

GENERAL OBJECTIVES OF THE COURSE:

1. To develop an understanding of the basic sociological concepts and issues.
2. To develop an understanding of, and basic requirements for, scientific observation of the social world.
3. To develop a more informed, complex, and relativistic orientation toward the social behavior of other cultures and groups.
4. To develop critical thinking and writing skills associated with sociological inquiry, and the ability to think abstractly about the concepts and issues presented in the course material.

STUDENT EVALUATION

Grading Scheme: There is a total of 500 points available in the course. Assessments in the form of exams (300 points), written papers (125 points), and challenge point questions or activities (75 points) will be given to evaluate student competency of the material. Exams will constitute 60% of the final grade, with written assignments and challenge points worth 25 and 15 percent respectively. Grading scale for exams and for final course grade will be: 90-100 = A, 80-89.9 = B, 70-79.9 = C, 60-69.9 = D, and 59.9 or below = F.

Note: You will receive a midterm grade midway through the semester. Interpret this grade as an early indicator of your progress in the course.

Exams: Three exams will be given, with the third exam being the final. The final exam will not be comprehensive, and will only cover material covered after the second exam. Each exam is worth a total of 100 points, and will consist of multiple choice questions. Students will complete their answers on scantron sheets. Always bring a pencil to class on exam days.

Written Papers: Two written papers will be required for this course. Specific instructions for each assignment, including formatting and other content considerations, will be supplied to students via blackboard near the time each paper is assigned. The first paper will be worth 50 points, while the second will be worth 75 for a total of 125 points. Detailed feedback will be provided on your first paper, but we'll be happy to examine rough drafts of either paper if brought to us during office hours.

Challenge Points: Beginning the second week of class, and scattered throughout the entire remaining class periods, challenge questions or writing activities will be used to round-out the remainder of student performance evaluation. Challenge point questions or writing activities will be drawn from the material the student was assigned to read prior to coming to class. In many cases, challenge questions will be given via the projector, requiring students to submit their answers via their Turning Point Response Card. A correct answer for a given challenge question will provide the student with 2.5 points. An incorrect response will still provide the student with 1 point however. Writing activities or class participation activities are worth up to 5 points each, and will often be given during discussion section meeting dates. No more than 5 challenge points may be offered during a given class meeting. ***Challenge Points will be offered sometime during several class sessions during the term, including the discussion sections, but will not be announced in advance. In order to earn challenge points, you must attend class.***

COURSE POLICIES:

Blackboard and Turning Point Response System: The Blackboard system will be used by students in this class to receive information and assignments, and for submitting assignments and keeping track of their grades and challenge point input. You'll want to be very familiar with Blackboard, since many other instructors use it now! The Turning Point response system (the small electronic card pads that came with the text if you purchased it in the bookstore) will be used in conjunction with Blackboard to submit and grade challenge points, and to participate in various class activities.

1. After the first week of class, students will be expected to have a functional grasp of blackboard, and how to use the various features. If you are not familiar with Blackboard, you must make it your responsibility to get training as soon as possible by contacting the Blackboard folks here at UK <http://www.uky.edu/Blackboard/> or visit them in room 609 of the College of Nursing building.
2. After the first week of class, students will be expected to have acquired a Turning Point Response card and to have added the ID number of that Response card to their Blackboard account. I will be posting specific instructions on how to do this on Blackboard, and on the class webpage, but you can get personal assistance from the blackboard folks if needed.
3. In addition to adding your response card ID number to your Blackboard account, after the first week of class, you will be expected to have mastered its use in the classroom, and know how to check to be sure your responses are registering in the system and you are getting credit for your responses. ***Learning how to use the device correctly and to check online using blackboard to make sure your responses are being received is your responsibility. I will not entertain excuses as to why a given response was not recorded, with the exception of having had a faulty card, which would need to be verified by me. Also, I will not consider requests about faulty cards or other problems more than 7 days after the problem occurred, or up to 3 days after I've posted the points on Blackboard if I don't get to that within the first week after I've administered those points.***

Class Attendance and Participation: The success of this class largely depends upon the student's willingness to become engaged with the material, to come to both the lectures and the discussion sections prepared, and to participate in class by asking questions, making comments, sharing stories, or participating in class exercises. As such, it is exceedingly important to come to class. Moreover, missing class will result in the loss of Challenge points, and missing too many classes and Challenge Point opportunities will result in having no chance for an A for the course, and a much lower grade overall. **Please do not attend other lectures or discussion sections for convenience purposes—you can only earn challenge points if you are present in your assigned lecture and discussion section.**

Preparation for Class: Reading assignments are presented in this syllabus and on blackboard. The reading assignment posted for a particular class session should have been read by the student prior to coming to class on that date. Keeping up with the reading will help to ensure you will consistently score well on the Challenge Points.

Classroom decorum:

In general, I expect a comfortable and encouraging learning environment in my classroom where respect for each other, the diversity of opinion, and tolerance of others views are maintained and nurtured.

Be on Time, and don't leave in the middle of a class or lecture: Please arrive on time and to be seated when class starts. This is a relatively large class, so please do not carry on personal conversations once I begin the class, out of respect for me as well as to your fellow students who may be struggling to hear the material. Also, please don't get up and leave in the middle of a class *unless* you've told me or the TA before class starts. This is common courtesy. Take care of your bathroom needs, phone calls, and text messages BEFORE entering the classroom so you don't have to disrupt the class by getting up and leaving.

Cell Phones and other Smartphones: Simply put, please do not use your cell phone or smartphone for any purpose while in the classroom, even for texting. I work hard, as do my TA's, to put together each class lecture or activity, and we both expect and deserve your full attention while class is in session. If I or one of my TA's sees a student texting or otherwise using their cell in the classroom, we'll ask him/her to leave for the day.

Computer Notebooks/Laptops:

The use of a laptop or notebook computer during class is not permitted unless you meet with me first. No exceptions. Students who meet with me during my office hours to discuss this option and who receive permission must sit in the area reserved for computer-using students so that they are not a distraction to others. If you do receive permission to use a computer in the classroom, it may only be used for taking notes. If I or my TA sees a student using it for any other purpose, they'll lose their privilege to take notes using their device.

Exam Absence Policy: Only a documented serious illness or accident to yourself or an immediate family member, death of an immediate family member, or sanctioned travel associated with an academic or UK team event will be grounds for an excused absence and the opportunity to take a make-up exam. Illnesses must be documented.

Make up exams will be composed of different but comparable questions to the one used for the regular exam schedule and will be scheduled and located at a time convenient to the instructor. When submitting documentation requesting permission to sit for a make-up exam, please bring a copy of your student schedule with you. I will not consider your request without this document.

Missed exams, documentation presentation, etc. will need to be handled by me—do not give this information to the Discussion Section TA's.

Student Athletes and Travel: Athletes may be excused from certain classes and be allowed to make up exams if the following requirements are fulfilled and the student understands the limitations of such excused travel in terms of scheduled assignments/exams.

1. Athletes must present, to me (not your discussion TA) a letter from your athletic director, indicating the reason you'll be absent, and the exact days/times you'll be unavailable for class/exams. Bring this letter to me during my office hours (or by scheduling a time to meet with me in my office) *at least a week prior to your travel.*
2. Please note that I will not consider accommodating any athlete without this letter, and will not award extra time for assignments that may become due while the athlete is traveling, since these can be done before you leave.

3. A student who knows he/she will miss an exam for university-sanctioned travel will have a make-up date/time/location set at the time he or she meets with me, and this date will generally be within 48 hours of your return based on the information in your letter.

Disability Students: Students who wish to have accommodations associated with delivery of material or with regard to evaluations need to present a letter of disability to me during my office hours (or by appointment) within the first full week of class at the beginning of the term.

Academic Dishonesty and Plagiarism

Turning Point Response Cards The required Turning Point Response Card, for the purposes of this course, will be considered a grading device specifically assigned to you, and only you. As such, any fraudulent use of your card by another person, or the use of a fellow-class member's card(s) by you, will be grounds for immediate expulsion from the class with a letter e given for the course. I will not make exceptions. The integrity of my grading system relies on these cards being used in the manner prescribed, and I will simply not tolerate any misuse as outlined below.

1. DO NOT enter a response using another person's card for any reason, ever. Fraudulent use of a card in this manner is akin to doing some else's work for them.
2. DO NOT give your card to a fellow-class member to use in class for any reason, ever. *If a student is caught with two or more response cards with at least one being assigned to a fellow student, both students will be dropped from the class for cheating.*

I expect everyone to abide by these simple but important rules.

The Department of Sociology Official Policy on Cheating and Plagiarism:

The Department of Sociology takes plagiarism and cheating seriously. All suspected cases of plagiarism and cheating will be reported to the Department Chair. Penalties for these academic offenses could include an E in the course or suspension / expulsion from U.K.

Plagiarism

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these *Rules* shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Cheating

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board. [US: 12/12/05]

Still confused? Never before have students enjoyed such a wide variety of resources when faced with the task of writing a paper. Students often struggle with the proper way to acknowledge the work of others they wish to mention in their paper, or what constitutes paraphrasing, for example. The main rule is simple: NEVER use another person's written or published words or ideas without properly citing them in your paper. This would include the common but serious mistake of simply re-wording something someone else wrote, since you are still "stealing" their idea.

Students should know that ***UK has made available to its faculty comprehensive plagiarism prevention software which will be used in this course for the purpose of scanning submitted written assignments for violations.*** I will cover the issue of plagiarism toward the time when I assign the first paper, but if you remain unsure or have questions while writing, visit the University Ombud's information on the topic:

<http://www.uky.edu/Ombud/Plagiarism.pdf>.

For additional helpful information about what is and what is not plagiarism, visit this site:

http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html

Our Website

In addition to the Blackboard Class shell, our class website should soon be available, and there will be a link available on the Sociology webpage in the Undergraduate Program tab.

http://www.as.uky.edu/academics/departments_programs/Sociology/Sociology/Pages/default.aspx

Foul Weather Policy

UK very rarely cancels class due to weather—even if it's snowing or storming, mainly because of the severe disruption this can be for both students and faculty. However, my class policy is to follow, precisely, the weather policy decisions posted at www.uky.edu or UK's new news site <http://ukynews.com> during such a weather event.

Contacting the Instructor and Discussion Section TA's

The SOC CATS 101 Office is in the Patterson Office Tower, 15th Floor, room 1553. We love it when students stop by! However, due to the huge number of students we see each term, we ask that you utilize our office hours when questions arise or assistance is needed. In a few days, a comprehensive office hour schedule will be provided to students and made available online. We've tried to present multiple days/times so most everyone can be accommodated. (Please note that I expect students to utilize our office hours unless they have back-to-back classes during these times—work or practice won't be an excuse for a special appointment time.) To request a special appointment, send me a copy of your class schedule and a phone number where I can reach you, and we'll put something together.

YOU MUST INDICATE YOUR NAME, AND SOC 101 SECTION IN YOUR EMAIL HEADER when you communicate with me. If you fail to send this information, I'll simply return it to you for clarification, further delaying my ability to deal with your concern or question. I will not answer questions about grades through email. Questions about grades should be handled during office hours.

PLEASE NOTE THAT EMAILS SENT BY STUDENTS TO ANY OTHER INSTRUCTOR OR TA EMAIL ADDRESS OTHER THAN THOSE PROVIDED HERE MAY NOT RECEIVE A RESPONSE.

For emailing your Discussion TA, use the following email addresses: (these addresses will put your message directly into your assigned TA's mailbox)

Section 001 Students use SOCcats101+001@gmail.com

Section 002 Students use SOCcats101+002@gmail.com

Section 003 Students use SOCcats101+003@gmail.com

Section 004 Students use SOCcats101+004@gmail.com

Section 005 Students use SOCcats101+005@gmail.com

Section 006 Students use SOCcats101+006@gmail.com

Section 007 Students use SOCcats101+007@gmail.com

Section 008 Students use SOCcats101+008@gmail.com

Section 009 Students use SOCcats101+009@gmail.com

Section 010 Students use SOCcats101+010@gmail.com

Section 011 Students use SOCcats101+011@gmail.com

Section 012 Students use SOCcats101+012@gmail.com

Section 013 Students use SOCcats101+013@gmail.com

Section 014 Students use SOCcats101+014@gmail.com

Section 015 Students use SOCcats101+015@gmail.com

SOC 101 Course Reading, Assessment and Assignment Schedule (Fall 2009)

Items within each week of the course calendar indicate the readings, assignments and activities you are responsible for completing or preparing for that particular week. Please come to class prepared!

Week	Content Description (Bold) Main Lecture Focus (In Parentheses) Discussion Section Focus	Activities and Preparation for Lecture	Activities and Preparation for Discussion Section
26 August to 28 August	COURSE INFORMATION AND SYLLABUS	-syllabus -Introducing the SOC 101 Team	Discussion Sections DO NOT meet this week.
31 August to 4 Sept.	THINKING LIKE A SOCIOLOGIST	Online Reading #1: C.Wright Mills: The Promise Chapter 1 in text pp. 1-21	Online Reading #2: In Study, Texting Lifts Crash Risk by Large Margin
7 Sept.	NO CLASS: LABOR DAY!		
9 Sept. to 11 Sept.	EXAMINING OUR SOCIAL WORLD (& Ethics in Research)	Chapter 2 in text pp. 22-37 (Paper Assignment #1 handed out)	Online Reading #3: Research Ethics: The Tuskegee Syphilis Study
14 Sept. to 18 Sept.	CULTURE AND SOCIETY (Cell Phones and Cultural Lag)	Chapter 3 in text pp. 38-59	Online Reading #4: Cell Phone Culture

21 Sept. to 25 Sept.	SOCIALIZATION (Education as an Agent of Socialization)	Chapter 4 in text pp. 60-79	Online Reading #5: China's One-Child Policy and Education
28 Sept. to 2 Oct.	(28th) SOCIAL INTERACTION AND SOCIAL STRUCTURE (Role Sets and Role Strain) (30th) FIRST EXAM (1st) First Paper Due at 11:55pm	Chapter 5 in text pp. 80-97	Materials will be provided in discussion sections.
5 Oct. to 9 Oct.	<u>GROUPS, ORGANIZATIONS, AND SOCIAL INSTITUTIONS</u> DEVIANCE, CRIME AND CRIMINAL JUSTICE	(for 5 th) Chapter 6 in text pp. 98-115. (for 7 th) Chapter 7 in text pp.116-134. Online Reading #6 Goffman: The Stigmatized Self	Materials will be provided in discussion sections. Second Writing Assignment Handed out.
12 Oct. to 16 Oct	<u>SOCIAL STRATIFICATION</u> GENDER AND SEXUALITY	(for 12 th) Chapter 8 in text pp. 136-155 (for 14 th) Chapter 9 in text pp. 156-166	Chapter 9 in text pp. 166-175
19 Oct. to 23 Oct.	RACE AND ETHNICITY (White Privilege)	Chapter 10 in text pp. 176-195	Online Reading #7: White Privilege Shapes The U.S. by Robert Jensen
26 Oct. to 30 Oct.	(26th) SECOND EXAM (28TH) POLITICS (Race and Politics: Felon Voter Disenfranchisement)	Chapter 11 in text pp. 196-213	Online Reading #8 Should Convicted Felons Have Voting Rights? Online Reading # 9 One in Seven Black Males Silenced at Polls

2 Nov. to 6 Nov.	WORK AND THE ECONOMY	Chapter 12 in text pp. 214-231	Materials will be provided in discussion sections.
9 Nov. to 13 Nov.	FAMILIES AND AGING (Idealized vs. Real family systems)	Chapter 13 in text pp. 232-253.	Materials will be provided in discussion sections.
16 Nov. to 20 Nov.	EDUCATION (Critical Focus: Inequality, meritocracy, and the college degree)	Chapter 14 in text pp. 254-272	Online Reading #10 Should the Obama Generation Drop Out?
23 Nov to 27 Nov.	THE SOCIOLOGY OF RELIGION\ THANKSGIVING BREAK	Chapter 15 in text pp. 274-291	NO DISCUSSION SECTIONS THIS WEEK.
30 Nov. to 4 Dec.	POPULATION AND URBANIZATION (Critical Focus: "Going Green" and the strain between Ideal and Real Cultural Change and the Environment) (1st) Second Paper Due at 11:55pm	Chapter 16 in text pp. 293-310	Online Reading #11 Going Green on College Campuses
7 Dec. to 11 Dec.	COLLECTIVE BEHAVIOR, SOCIAL MOVEMENTS, AND SOCIAL CHANGE	Chapter 17 in text pp. 312-330	NO DISCUSSION SECTIONS THIS WEEK
FINAL EXAM WEEK	FINAL EXAM SCHEDULE: Sections 001-008: FRIDAY AT 10:30 AM		

	Sections 009-015 FRIDAY AT 1:00PM		
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