

**Understanding Human Society**  
**SOC 1010:2006**  
Spring/ Summer 2020

**Instructor:** Kearabetswe “KB” Mokoene

**Office:** 2262 Faculty / Administration Building (FAB)

**Office Hours:** Tuesdays and Wednesdays 1:00- 3:00pm or by appointment (I can be available to meet on most days. If you are unable to meet during my office hours, you are welcome to send me an email and we can coordinate a time that works for you.)

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*You are responsible for the information in this syllabus. Read it carefully & ask questions if necessary.*

### Course Description & Learning Outcomes

#### Welcome!

This course will introduce you to a broad range of topics in the field of sociology. The primary goal of the course is to help you develop a sociological perspective, also called the “sociological imagination,” which will help you see the impacts of *social* forces on *individual* lives – including your own- and the lives of your fellow human beings. Some of the topics we will study include, sociological theory and research methods, social institutions, the processes of socialization, culture, social control, as well as social inequalities. In addition to expanding your knowledge on these topics, this course will also provide you with opportunities for you to cultivate your abstract and critical thinking and to foster such thinking skills, applying and sharing of personal perspectives is encouraged.

At the conclusion of the course, you will be able to:

- (1) Describe how sociology differs from and is similar to other social sciences and give examples of these differences.
- (2) Develop an understanding of the basic elements of the scientific process and explain the importance of rigorous empirical research.
- (3) Describe the discipline of sociology and its role in contributing to our understanding of social reality.
- (4) Develop a “theoretical tool bag” that you can draw from to further understand the observations that you make in the social world.
- (5) Communicate sociological ideas.
- (6) Apply the sociological imagination and sociological concepts to your own life and the world around you.

#### Expectations

Students taking this course will be tested over material derived from the assigned *textbook, articles, posted films/videos, and digital PowerPoint/ Recorded lectures*—in short, everything is fair game for the *quizzes and exams*. *Some of the of the material that you will be tested over in exams will be from the articles, posted films/videos, and of course digital PowerPoint lectures*. For this reason, it is imperative that students **engage** all of the material (e.g., lectures, announcements, links, videos, etc.) that I post on Canvas. Engaging course material entails more than simply viewing content. You should read

supplemental articles, listen to my digital lectures carefully, and take summary notes that capture the main ideas presented. As much as the digital lectures will incorporate ideas and concepts from the textbook, I will work under the assumption that you have read with comprehension basic ideas and issues derived from that particular chapter. Thus, digital lectures will be integration of broad overview of basic ideas from the specific chapter with the supplemental online readings (i.e., articles, videos, newspaper clips and reports). **In short, engagement with course content is crucial and will require you to exercise the following:**

- **self-discipline** (careful reading of the material),
- **independence** (try to understand the material on your own before listening to the corresponding digital lecture),
- **initiative** (ask questions about material that you do not understand), and
- **execution** (take the quizzes and do well).

*To maintain a respectful and fruitful online learning context, we will let the following principles guide any exchanges of ideas that may occur:*

- (1) You should focus on evidence rather than opinions;
- (2) All ideas are subject to scrutiny;
- (3) Constructive disagreement sharpens thinking and is encouraged;
- (4) Viewpoint diversity deepens our understanding of issues; and
- (5) Reasonable thinkers can draw different conclusions.

### **Canvas**

*For online learning, make Canvas your friend, check on your friend every day!*

Canvas is an instrumental part of this course and as such, you are expected **to login to Canvas on a regular basis** to access course materials (e.g., readings, lectures, etc.), check email, **review announcements, complete assessments, etc.** **If you do not login to Canvas on a regular basis you will not know what is going on in the course and your chances for success will thus be diminished greatly!**

### **Required Course Materials**

**Assigned Textbook:** *You May Ask Yourself: An Introduction to Thinking like a Sociologist (Core Sixth Edition)*, by Dalton Conley. ISBN-978-0-393-67418-7 (pbk.)

**Please find a way to get the text book either soft or hard copy, go to:** [wwnorton.com](http://wwnorton.com) **Sixth edition [2019] or Barnes and Nobles Bookstore.**

**THE COURSE TEXTBOOK IS REQUIRED.**

**Additional readings are required and made available on Canvas.**

### **Course Requirements & Expectation**

<b>SOC 1010:2006 ASSIGNMENT</b>	%
Key Term Matching Quizzes	10
Chapter Review Quizzes (8)	20
Exam I	20
Exam II	25
Final Exam	25
<b>TOTAL</b>	<b>100</b>

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### Key Term Matching Quizzes: 10%

You must complete **EIGHT Key Term Matching Quizzes** on Canvas (All quizzes count towards your final grade, again, all is fair game). Quizzes are located in the corresponding chapter modules (e.g., CH. 1 QUIZ is in the CH. 1 MODULE). These assignments are *open book* and *open notes*. ***The quizzes are designed to test your understanding of the chapter's concepts, also to prepare you for exams.*** You must complete each Ker Term Matching Quiz, comprised of 4/5/6 multiple choice questions, by the end of the week, i.e. Friday each week. Due dates are highlighted, in **boldface** type, and indicated with a tilde (~) on the course schedule. NOTE that due dates may change if the course schedule is adjusted. ***No late assignments will be accepted, NO EXCEPTIONS.*** (In fact, the quizzes mysteriously disappear after the deadline. It's weird.)

### Chapter Review Quizzes: 20%

You must complete **EIGHT Chapter Review Quizzes** on Canvas (All quizzes count towards your final grade, again, all is fair game). Quizzes are located in the corresponding chapter modules (e.g., CH. 1 QUIZ is in the CH. 1 MODULE). These assignments are *open book* and *open notes*. ***The quizzes are designed to test that you thoroughly understood the chapter, also to prepare exams.*** You must complete each Chapter Quiz, comprised of 24/25 multiple choice questions, by the end of the week, i.e. Friday each week. Due dates are highlighted, in **boldface** type, and indicated with a tilde (~) on the course schedule. NOTE that due dates may change if the course schedule is adjusted. ***No late assignments will be accepted, NO EXCEPTIONS.*** (In fact, the quizzes mysteriously disappear after the deadline. It's weird.)

**Exams: 70%**

Three *online* exams will be given in this course. *Exams I and II focus on the specific chapters covered immediately prior to the exam. Exam I cover Chapters 1, 2, and 3 and is worth 20% of the course grade. Exam II covers Chapters 4, 6, and 7 and is worth 25% of the course grade. The Final Exam, also worth 25% of the course grade, is cumulative, meaning that it covers Chapters 8, 9, in addition to all of the previous chapters. All exams are in multiple choice format. You need to download and use Respondus Lock Down Browser to successfully write the exam.*

You need to use the **Respondus Lock Down Browser for the exam**. To do so, you need to close all other browsers on your computer (i.e. Mozilla, Chrome) and **open ONLY the Respondus Lock Down Browser**.

**You will need to download the Respondus Lock Down Browser**, which you will find on Canvas. click the help icon on the dashboard on the bottom left and click "Student links and downloads". Then scroll to the bottom and you will see Respondus Lock Down link to download the program.

**PLEASE DOWNLOAD THE BROWSER BEFORE THE DAY OF THE EXAM TO AVOID ANY PROBLEMS** (see above bullet for downloading instructions).

\*Please note that a lack of planning on your part does not constitute an emergency on my part. Sometimes technology fails. Wayne State University has a fabulous tech support department that is waiting to help you. They close at 8:00 pm. Please begin your exam well before the time it is due to allow for technical difficulties and time to speak with tech support. Unless you have a support ticket that shows that you contacted support in enough time to complete the exam, extensions will not be given. Tech support can be reached at <https://tech.wayne.edu/helpdesk>.

*Make-up exams will be given only when there are compelling circumstances. Such circumstances must be discussed and elaborated upon as soon as they arise. Failure to schedule a make-up exam prior to exam day will result in a 10% deduction from your exam score. All make-up exams must be scheduled within one week of the exam date.*

**Grades**

You will be graded according to the following scale:

Grade	Percentage
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
C-	70 – 72
D+	67 – 69
D	63 – 66
D-	60 – 62
F	59 and below

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*Final grades are FINAL!*

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No points will be added to *any* student's grade, including yours, at the end of the semester. Please do *not* ask me to give you a higher grade than you earned because you are on academic probation or need it to maintain a scholarship or have any other special circumstance. I do not give grades; rather, you earn the grade you receive.

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**Additional Student & Instructor Responsibilities**

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**Student responsibilities:**

- **It is YOUR responsibility to check Canvas regularly to ensure that grades are posted accurately.** It is very important that you regularly check CHAPTER QUIZ EXAM grades. The end of the semester is too late to fix any technical mistakes or glitches. *Please do not ask me to do so; the answer is "no."*
- Please check weekly announcements, they are your guide for each week.
- You are *strongly encouraged* to **communicate with me** in person or by email if you have any comments, questions, or concerns about the course. Please *schedule an appointment* when you wish to meet with me during office hours or at another designated time. *\*A kind tip:* If you are having trouble in this course, please arrange to meet sooner rather than later. Sooner: there is still a chance to improve the situation. Later: there is a greater likelihood that you will be stuck with a lower grade than you wanted.
- *Emails* must have a clear and informative subject line that includes your full name and the name of the course (SOC 1010) in which you are enrolled. Emails without this information in the subject line will be promptly returned to sender. I also ask that you send emails that are appropriate for the university setting, meaning that they should have a salutation and should be written in complete sentences with real words – i.e., “you” instead of “u.”
- *Accommodative services:* “If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. The SDS telephone number is 313-577-1851 or 313-202-4216 for videophone use. Once you have met with your disability specialist, I will be glad to meet with you privately during my office hours to discuss your accommodations. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.” You can learn more about the disability office at [www.studentdisability.wayne.edu](http://www.studentdisability.wayne.edu).
- *Academic dishonesty*, which includes cheating, plagiarism, and any other form of unethical academic behavior, *will not be tolerated*. Cheating and plagiarism are forms of academic theft that destroy the integrity of academic communities. It is expected that all students enrolled in this class support the letter and the spirit of the Student Code of Conduct. It is your responsibility to review the Code of Conduct, which is available for download at the Dean of Students Office

website: <http://www.doso.wayne.edu/student-conduct-services.html>. Ignorance is not a viable defense against allegations of student conduct violations.

***My policy on academic dishonesty:*** Suspected academic dishonesty will be evaluated on a case by case basis. Students suspected of academic dishonesty may receive a score of 0 on the assignment or a score of 0 in the course, depending on the magnitude of the offense. Moreover, *I am obligated to report all instances of suspected academic dishonesty to university administrators.*

### **Instructor responsibilities:**

- I prepare and post Recorded Lecture Slides/ Digital lectures each week which will cover all the materials from the textbook, articles, posted films/videos in order to facilitate the learning process. I will also post and avail ALL supplementary materials for you on Canvas; these will also form part of your assessment, i.e. Exams and Review Chapter Quizzes.
- I will be available to answer questions you have about course materials on email, office hours, or independently scheduled meetings. If you send an email and do not receive a response within 48 hours, you should assume that your email was not received and resend it.
- I will communicate with you constantly through Announcements on Canvas. Please check weekly announcements on Canvas.
- I will grade your work consistently, fairly, and in a timely fashion.
- I will treat all students fairly and with respect.
- I will acknowledge and correct my mistakes.

### **Important Dates**

Mon, May 4<sup>th</sup>: First day of Spring and Spring/Summer classes.  
 Sunday, May 17: Last day to add a course or drop a course with full tuition reimbursement.  
 Mon, May 25: *Memorial Day* (University closed)  
 Fri, July 3: University Closed  
 Sat, July 4: Independence Day  
 Sun, July 12: Last day to withdraw from Spring/Summer classes.  
 Wed, July 22: Last day to withdraw from Spring/Summer classes.  
 Friday, July 24: Spring/Summer Classes end  
 Saturday, July 25: Study day  
**TBA: Final exam**, (it will be one of the days between July 27 and 31st)

### **Course Schedule**

**Tentative Schedule** (Tentative meaning that this is not sketched in stone and almost certainly will be adjusted throughout the semester, i.e. according to class interest, time constraints, and other unforeseen events. As such, it is **your responsibility** to check Canvas **regularly** to verify what you need to do in order to be prepared for each week. If you do not do so you will not do as well in this class as you otherwise could have done.)

Week	Date	Topic	Readings	Assignments/Tasks
1	May 4 <sup>th</sup>	Welcome to the Course	<ol style="list-style-type: none"> <li>1. Syllabus</li> <li>2. Skim through the Textbook.</li> <li>3. Familiarize yourself with Canvas.</li> </ol>	Familiarize yourself with Canvas and listen to my welcoming remarks on our course homepage. Buy your own copy of the assigned textbook, you will need it. You can't pass this course without the textbook. Engage Syllabus PowerPoint Make note of all-important dates, plan your semester.  <b>Assignments/Tasks Due: 5/8</b>
2	May 11 <sup>th</sup>	Sociological Imagination: An Introduction	<ol style="list-style-type: none"> <li>1. <b>Chapter 1</b> (p3-17)</li> <li>2. <b>Article:</b> "Steve Fuller's: <i>The Sociological Imagination</i>"</li> </ol>	Engage "Sociological Imagination" Digital Lecture Engage any available supplemental materials for week 2 Take CH 01 Key Term Matching Quiz  <b>Assignments/Tasks Due: 5/15</b>
3	May 18 <sup>th</sup>	Sociological Theory	<ol style="list-style-type: none"> <li>1. <b>Chapter 1</b> (p 18-43)</li> <li>2. <b>Article:</b> "Three <i>Sociological Perspectives</i>"</li> </ol>	<ol style="list-style-type: none"> <li>1) Read CH 1</li> <li>2) Engage WK 2 Digital Lecture (#1 Recorded Lecture Slides)</li> <li>3) Engage all available supplemental materials for week 3 (article, sociological conversation videos, watch all supplementary videos).</li> <li>4) Take CH 01 Review Quiz</li> </ol> <b>Assignments/Tasks Due: 5/22</b>
4	May 26 <sup>th</sup> *Take note, it's a 4 day week*	Research Methods	<ol style="list-style-type: none"> <li>1. <b>Chapter 2</b> (p 47-77)</li> <li>2. <b>Article:</b> "Tuskegee Syphilis Experiment"</li> </ol>	<ol style="list-style-type: none"> <li>1) Read CH 2</li> <li>2) Engage WK 4 Digital Lecture (#1 Recorded Lecture Slides).</li> <li>3) Engage all available supplemental materials for week 4 (article, sociological conversation videos, watch all supplementary videos).</li> <li>4) Take CH 02 Key Term Matching Quiz</li> <li>5) Take CH 02 Review Quiz</li> </ol> <b>Assignments/Tasks Due: 5/29</b>
5	June 1 <sup>st</sup>	Culture and Media	<b>Chapter 3</b> (p 81-117) <b>Article:</b> "Lovely Lula Hands"	<ol style="list-style-type: none"> <li>1) Read CH 3</li> <li>2) Engage WK 5 Digital Lectures (#2 Recorded Lecture Slides)</li> <li>3) Engage all available supplemental materials for week 5 (article, sociological conversation videos, watch all supplementary videos).</li> <li>4) Take CH 03 Key Term Matching Quiz</li> <li>5) Take CH 03 Review Quiz</li> </ol> <b>Assignments/Tasks Due: 6/5</b>
6	June 8 <sup>th</sup>	<b>Exam I</b>	No Readings (except to review <b>CH 1, 2, &amp; 3</b> ).	<ol style="list-style-type: none"> <li>1) Engage Exam 1 Review Slides</li> <li>2) Take Exam I</li> </ol> <b>Assignments/Tasks Due: 6/12</b>
7	June 15 <sup>th</sup>	Socialization and the Construction of Reality	<b>Chapter 4</b> (p 121-155)	<ol style="list-style-type: none"> <li>1) Read CH 4</li> <li>2) Engage WK 7 Digital Lectures (#2 Recorded Lecture Slides)</li> </ol>

			<b>Article:</b> <i>“The Egg and The Sperm”</i>	<ul style="list-style-type: none"> <li>3) Engage all available supplemental materials for week 7 (read article, watch sociological conversation videos, and all supplementary videos)</li> <li>4) Take CH 04 Key Term Matching Quiz</li> <li>5) Take CH 4 Review Quiz</li> </ul> <p><b>Assignments/Tasks Due: 6/19</b></p>
8	June 22 <sup>nd</sup>	Social Control and Deviance	<ul style="list-style-type: none"> <li>1. <b>Chapter 6</b> (p 197- 243)</li> <li><b>Article:</b> <i>“The Mark of a Criminal Record”</i></li> <li><b>Article:</b> <i>“The new Jim Crow”</i></li> </ul>	<ul style="list-style-type: none"> <li>1) Read CH 6</li> <li>2) Engage WK 8 Recorded Lecture (#2 Recorded Lecture Slides)</li> <li>3) Engage any available supplemental materials for week 8 (read articles, watch sociological conversation videos, and all supplementary videos).</li> <li>4) Take CH 6 Key Term Matching Quiz</li> <li>5) Take CH 6 Review Quiz</li> </ul> <p><b>Assignments/Tasks Due: 6/26</b></p>
9	June 29 <sup>th</sup>	Stratification	<ul style="list-style-type: none"> <li>1. <b>Chapter 7</b> (p 247-287)</li> <li>2. <b>Article:</b> <i>“Families Facing Untenable Choices”</i></li> <li>3. <b>Article:</b> <i>“Savage Inequalities”</i></li> </ul>	<ul style="list-style-type: none"> <li>1) Read CH 7</li> <li>2) Engage WK 9 Digital Lectures (#2 Recorded Lecture Slides)</li> <li>3) Engage any available supplemental materials for the week (read articles, watch sociological conversation videos, and all supplementary videos).</li> <li>4) Take CH 7 Key Term Matching Quiz</li> <li>5) Take CH 7 Review Quiz</li> </ul> <p><b>Assignments/Tasks Due: 7/3</b></p>
10	July 6 <sup>th</sup>	<b>Exam II</b>	No Readings (except to review <b>CH 4, 6, &amp; 7</b> ).	<ul style="list-style-type: none"> <li>1) Engage Exam II Review Slides</li> <li>2) Take Exam II</li> </ul> <p><b>Assignments/Tasks Due: 7/10</b></p>
11	July 13 <sup>th</sup>	Gender	<ul style="list-style-type: none"> <li><b>Chapter 8</b> (p 291-331)</li> <li><b>Article:</b> <i>“Doing Gender, Determining Gender: Transgender People, Gender Panics, and the maintenance of the Sex/ Gender/ Sexuality System”</i></li> </ul>	<ul style="list-style-type: none"> <li>1) Read CH 8</li> <li>2) Engage WK 11 Digital Lectures (#2 Recorded Lecture Slides)</li> <li>3) Engage any available supplemental materials for the week (read articles, watch sociological conversation videos, and all supplementary videos).</li> <li>4) Take CH 8 Key Term Matching Quiz</li> <li>5) Take CH 8 Review Quiz</li> </ul> <p><b>Assignments/Tasks Due: 7/17</b></p>
12	July 20 <sup>th</sup>	Race	<ul style="list-style-type: none"> <li>1. <b>Chapter 9</b> (p 337- 387)</li> <li>2. <b>Article:</b> <i>“Defining</i></li> </ul>	<ul style="list-style-type: none"> <li>1) Read CH 9</li> <li>2) Engage WK 12 Digital Lectures (#2 Recorded Lecture Slides)</li> <li>3) Engage any available supplemental materials for the week (read articles, watch sociological</li> </ul>



			<i>Racism, Can We Talk?</i>	conversation videos, and all supplementary videos). 4) Take CH 9 Key Term Matching Quiz 5) Take CH 9 Review Quiz  <b>Assignments/Tasks Due: 7/24</b>
13	July 27 <sup>th</sup>	Final Exams	No Readings ( <b>except to review CH 1, 2, 2,4, 6, 7, 8, &amp;9</b> )	1) Engage Final Exam Review Slides. 2) Take FINAL EXAM.  <b>FINAL EXAM Due: TBA</b>

### ***Reading tips***

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Engaged reading is *active* reading. You should take notes as you read and reread an author's work, paying careful attention to the author's arguments. Doing so will help you judge the strength of the author's claims.

Think about the following questions as you read:

- What is the author's primary focus &/or primary research question?
- What key terms contribute to your understanding of this work? How are these terms defined by the author?
- What are the author's key claims &/or findings?
- What evidence is used to support the author's claims/findings?
  - Which theory/theories does the author use?
  - Are data used to support the author's claims?
  - If so, what are the data and how are they analyzed?
- Does the author acknowledge arguments that contradict her claims? What are they?
- What are the strengths of this piece?
- What are the weaknesses of this piece?
- What is the most interesting part of the author's work?
- What assumptions / life experiences do you bring to this process that lead to your unique interpretations?

Tips for highlighting and annotating during the active reading process:

- A pencil works as well as a pen or marker; try both and see which you like best.
- Underline each claim an author makes.
- Circle or box definitions or essential terms.
- Use arrows or lines to show connections.
- Use vertical lines in the margins to mark entire passages.
- Star the most important items.
- Use question marks for confusing places.
- Use the margins to:
  - Summarize key terms, sections, or ideas in your own words.
  - Articulate disagreements with the author's arguments.