**Understanding Human Society**

**SOC 2000:005 CRN #27870**

Winter 2017



**Instructor:** Dr. Michelle R. Jacobs

**Office:** 2263 Faculty / Administration Building (FAB)

**Office Hours:** 2 – 4 pm Monday, or by appointment

**Phone:** 313 – 577 – 2930 (main office)

**\*E-mail:** michelle.jacobs@wayne.edu *\*best way to contact me*

**Graduate Teaching Assistant (GTA):** Erin Moss

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

**Office hours:**  11:30 am – 12:30 pm Tuesday & 2 – 3 pm Wednesday

**Phone:** 313 – 577 – 2930 (main office)

**\*Email:** aj3433@wayne.edu *\*best way to contact Erin*

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

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| --- | --- | --- | --- | --- | --- |
| ***Course*** | ***CRN*** | ***Section*** | ***Days*** | ***Time*** | ***Location*** |
| 2000 | 27870 | 005 | M, W  | 11:30am – 12:45pm | 134 STATE |

**Course Description & Learning Outcomes**

Welcome!

*This course is designed to introduce you to the discipline of sociology and its role in contributing to our understanding of social reality.* Sociology provides a unique way of looking at our world and how diverse people experience it differently. The primary goal of this 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. Throughout the semester, we will read about and discuss sociological theory and research methods, culture, socialization, social control, and social inequality. In addition to expanding your knowledge of these important topics, this course also will provide opportunities for you to cultivate reading comprehension skills, critical thinking skills, and verbal communication skills.

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 to give examples of these differences.*
2. *Describe how sociology contributes to a liberal arts understanding of social reality.*
3. *Apply the sociological imagination, sociological principles, and concepts to your own life.*

**Required Course Materials**

Textbook: *You May Ask Yourself: An Introduction to Thinking like a Sociologist (core fourth edition),* by Dalton Conley. ISBN 978-0393937749. ***YES, the textbook is REQUIRED.*** Additional readings and assignments will be available on *Blackboard*.

***i>Clickers are also REQUIRED for this course.***

i>Clicker 2 remotes can be purchased at the WSU book store in the textbook department. Remotes are located at the registers on the second floor of the book store.

**You MUST REGISTER your clicker by the drop/add deadline (January 23rd) to receive credit for your responses.** Please use the “*i>clicker*” link located directly below the “course materials” link on our course Blackboard site.

Go to iclicker.com. Type your WSU identification number in the student ID field. If you have a *used* clicker, the previous owner does not need to unregister, but you will be charged a one-time fee of $6.99 to register the used remote under your name. If you make a mistake registering, just register again – the correct information will take precedence and you will not be required to pay the fee again.

Please note that REEF polling (the mobile application) will not be allowed.

**Course Requirements & Expectations**

|  |  |
| --- | --- |
| **ASSIGNMENT** | % |
| Attendance & Participation  | 10 |
| Chapter Quizzes (8)  | 15 |
| Exam I |  20 |
|  Exam II |  25 |
| Final Exam | 30 |
| **TOTAL** | **100** |

**Attendance & Participation: 10%**

Our gargantuan class size (100+ students) prohibits attendance taking via daily roll call. As such, I will use the *i>clicker student response system* to track your attendance and class participation. A 75% response rate is necessary for you to receive credit for your participation on any given day of class. (Your actual responses will not be graded). My primary reason for using the *i>clicker* system in this course is to provide *you* with opportunities to participate actively in class and to provide *me* with information I can use to gauge your understanding of course materials.

If you miss class for any reason, you forfeit participation points for that day. In addition, *you are responsible* for the following: submitting homework assignments on time; obtaining class notes from a classmate; continuing with the reading; and scheduling a meeting with Erin Moss, the course GTA, if you have specific questions about the materials you missed.

*I also expect you to:*

* Be respectful of class time. Be in your seat and ready to go at 11:30 am. Pack up when I say we are finished for the day, not before then.

* Come to class prepared and ready to learn. Complete the assigned readings before class and bring copies of the assigned readings (paper or electronic) with you to class.
* Spend the class period focused on this class only. Take notes by hand with a pen or pencil. (Read: “Why you should take notes by hand.”) Ask questions. Raise your hand to participate in class discussions. Engage in civil dialogue with me (the instructor) and your classmates.



And *please, FOR THE LOVE OF KNOWLEDGE*, save the texting/tweeting/snapchatting and other social media for *after* class. You might have something interesting to post because you learned something new ☺.

**Chapter Quizzes: 15%**

You must complete Chapter Quizzes (8) on Blackboard. They are available in the “Chapter Quizzes” folder under the “Course Materials” tab. These assignments are *open book* and *open notes.* The quizzes are designed to familiarize you with course materials before we discuss the materials in class (i.e., the “flipped” classroom). You must complete each Chapter Quiz, comprised of 20 multiple choice questions, by 11:00 am on the day it is due.Due dates are in **boldface** type and indicated with a tilde (~) on the course schedule. With only one exception (Ch. 1), Chapter Quizzes are due on Mondays. NOTE that due dates may change if the course schedule is adjusted. ***No late assignments will be accepted*.**  (In fact, the quizzes mysteriously disappear after the deadline. It’s weird.)

**Exams: 75%**

Three exams will be given in this course. Exams I and II focus on the specific chapters covered immediately prior to the exam. Exam I covers 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 is *cumulative*, meaning that it covers Chapters 8, 9, and 10 *in addition to* all of the previous chapters. All of the course exams are in “multiple choice” format.

*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.*

**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 |

**Final grades are *FINAL*!** No points will be added to any student’s grade at the end of the semester. Do not ask me to make an exception on your behalf.

**Additional Student & Instructor Responsibilities**

**Student responsibilities:**

* Treat all members of the class and the broader community with *respect***.** Listen attentively when others are speaking and use *inclusive language*when it is your turn to speak. We will discuss sensitive topics in this course. Everyone is encouraged to participate in these discussions, but personal opinions must be presented in a way that does not marginalize any person or group.
* I (the instructor) reserve the right to make adjustments to the syllabus. As such, you (the student) are responsible for keeping up with any changes that are announced in class, on Blackboard, or in email communications. Not attending class, not checking Blackboard, and/or not checking your WSU email account are not legitimate excuses for missing assignments and other information relevant to this course.
* **It is YOUR responsibility to check Blackboard regularly to ensure that grades are posted accurately (including online quiz grades).**
* Check Blackboard when class is canceled due to weather, power outage, etc.
* You are *strongly encouraged* to communicate with Erin (the GTA) or me (the instructor) by email and/or in person if you have any comments, questions, or concerns. We cannot assist you if you do not let us know that you need assistance. *Please schedule an appointment to meet with Erin or myself* during office hours or another designated time.
* *Emails* must have a clear and informative subject line that includes your full name and the name of the coursein 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.” (Read: “Your recent email to your professor.”)
* *Religious holidays:* “It is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.”
* *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. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. 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.” *Please refer to the SDS website for further information:* [*http://studentdisability.wayne.edu/*](http://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.

Please note that bringing another student’s i>clicker to class is cheating and in violation of the University Honor Code. If you are caught with a remote other than your own or mysteriously have responses in a class that you did not attend, you will forfeit *all i>clicker points* *for the semester* and may face additional disciplinary action.

***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 will come to class prepared to discuss the materials and to facilitate the educational process.
* I will be available to answer questions you have about course materials during class times, office hours, independently scheduled meetings, or by email. I will do my best to answer emails received Monday through Thursday within 48 hours. I will also make every effort to respond to emails received Friday through Sunday by the following Monday. If you do not receive a response from me within these time frames, you should assume that I did not receive your email and resend it.
* I will explain class assignments and outline my expectations for graded work.
* I will grade your work as consistently and fairly as possible.
* I will grade and return your assignments in a timely fashion.
* I will treat all students with respect and I will acknowledge and correct my mistakes.

 **Important Dates**

Mon, January 9: Classes begin

Mon, January 16: *MLK, Jr. Day* (university closed)

Mon, January 23: Last day to add a course or drop a course with full tuition reimbursement

Sun, February 5: Last day to drop a course with no grade reported (no tuition reimbursement)

Fri, February 10: Degree applications due

Mon, February 21: Early assessment period ends

Sun, March 26: Last day to withdraw from a class *with instructor permission*

Mon, March 13 through Sat, March 18: *Spring Break* (no classes)

Mon, April 24: Classes end

Tues, April 25: Study day

Wed, April 26 through Tues, May 2: Final Exams

**Course Schedule**

The course schedule is *tentative* and inevitably will be adjusted throughout the semester. The asterisk (\*) denotes materials available on Blackboard.

IMPORTANT: Additional short readings & web links may be posted to Blackboard throughout the semester. You are expected to read all of the materials available to you under each topical heading.

***Date Course topic Assigned materials DUE on day noted***

01/09 Welcome! Introductions

**01/11 ~ Sociological Imagination**  Ch 1, pp. 3-39 (Conley); **Ch 1 QUIZ**

 \*Should We Generalize about People?

01/18 Sociological Theory \*Three Sociological Perspectives

**01/23 ~ Research Methods** Ch 2, pp. 43-71 (Conley**); Ch 2 QUIZ**

01/25 Research Methods \*The Tuskegee Syphilis Experiment

**01/30 ~ Culture & Media** Ch 3, pp. 75-113 (Conley); **Ch 3 QUIZ**

02/01 Culture & Media \*Lovely Hula Hands

02/06 Culture & Media *\*to be announced*

02/08 wiggle room | Exam I Review

02/13 **Exam I**

02/15 Discussion: Exam I, Assessment & Reflection

**02/20 ~ Socialization & the Construction of Reality** Ch 4, pp.117-149 (Conley); **Ch 4 QUIZ**

02/22 Socialization & the Construction of Reality \*The Egg and the Sperm

**02/27 ~ Social Control & Deviance**  Ch 6, pp.187-233 (Conley); **Ch 6 QUIZ**

03/01 Social Control & Deviance \*New Jim Crow

 \*The Mark of a Criminal Record

**03/06 ~ Stratification** Ch 7, pp.237-273 (Conley); **Ch 7 QUIZ**

03/08 Stratification \*Savage Inequalities

 \*Families Facing Untenable Choices

03/13 *Spring Break (no class ☺)*

03/15 *Spring Break (no class ☺)*

03/20 wiggle room | Exam II Review

03/22 **Exam II**

 *\*March 26th is the last day to withdraw from class with instructor permission*

03/27 **~ Sex, Gender, & Sexuality** Ch 8, pp.277-319 (Conley); **Ch 8 QUIZ**

03/29 Sex, Gender, & Sexuality \*R. Kelly’s Transchild

\*How Boys Teach Each Other …

\*The Case for Raising Feminist Boys

**04/03 ~ Race & Ethnicity** Ch 9, pp.323-369 (Conley); **Ch 9 QUIZ**

04/05 Race & Ethnicity \*Defining Racism: Can We Talk?

 \*The Average Black Family & Wealth

04/10 Social Change | Resisting Oppression *\*to be announced*

04/12 Social Change | Resisting Oppression *\*to be announced*

04/17 Social Change | Resisting Oppression \*Visions of a Better Future: Creating a

 More Just World

04/19 Social Change | Resisting Oppression

04/24 Exam III Review

05/01 scheduled **FINAL EXAM** (Monday) from 10:15 am to 12:15 pm

***Reading tips***

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.