

Understanding Human Society
SOC 2000:005 CRN #12112
Fall 2016



Instructor: Dr. Michelle R. Jacobs
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You are responsible for the information in this syllabus. Read it carefully & ask questions if necessary.

<i>Course</i>	<i>CRN</i>	<i>Section</i>	<i>Days</i>	<i>Time</i>	<i>Location</i>
2000	12112	005	M, W	11:45 am – 1:10 pm	1117 SCIENCE

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 inequalities. 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*. You are expected to log in to Blackboard regularly to access course materials, check email, and review announcements.

Course Requirements & Expectations

ASSIGNMENT	%
Attendance, Preparation, Participation (APP)	5
Chapter Quizzes (8)	20
Exam I	20
Exam II	25
Final Exam	30
TOTAL	100

Attendance, Preparation, & Participation (APP): 5%

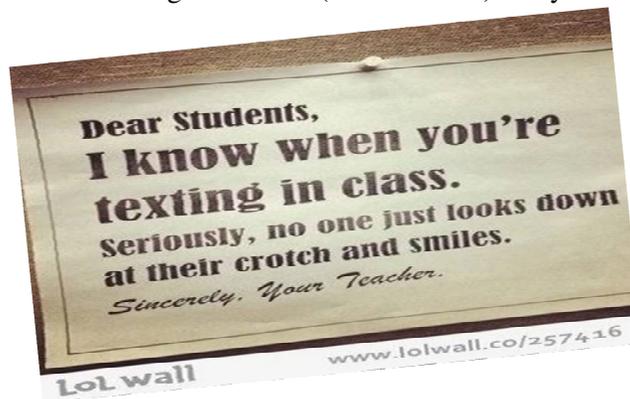
Attendance: Our gargantuan class size (100+ students) prohibits daily attendance taking. As such, I will only take attendance on the first day of class, during the third week of class (for WSU census purposes), and approximately 4 or 5 additional times throughout the semester. With the exception of the first day, I will pass around an attendance sheet. You should write your initials under the appropriate date to indicate that you are present. *It is your responsibility to ensure that you have signed the attendance sheet.* I will not announce “attendance” days in advance. You get one freebie. Each additional absence will lower your attendance grade by one percentage point (6 absences = 0). Do not inform me of singular absences. In the case of an emergency that will result in excessive absences, however, please contact me immediately.

Be respectful of class time. Be in your seat and ready to go at 11:45 am. Pack up when I say we are finished for the day, not before then.

If you miss class for any reason, *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 me if you have specific questions about the materials you missed.

Preparation: 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.

Participation: 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: 25%

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. 9), Chapter Quizzes are due on Wednesdays. 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. As such, you will need to bring a Scantron answer sheet and #2 pencil with you to class on exam days.

Make-up exam policy: In pre-existing, extenuating circumstances, you may schedule a make-up exam prior to the exam date. Make-up exams taken after the exam date will likely consist of ESSAY questions rather than multiple choice questions. If you miss an exam without contacting me in advance, you will be permitted to take the make-up exam as long as you schedule to do so *within one week* of the exam date. Missing an exam without prior permission will result in an automatic exam grade deduction of 20%.

Class cancellation policy: If classes are cancelled on exam day, the exam will be given during the next scheduled class. If classes are cancelled the class prior to exam day, check Blackboard to verify 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	60 – 66
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).** 
- You are *strongly encouraged* to communicate with me (the instructor) by email and/or in person if you have any comments, questions, or concerns. I cannot assist you if you do not let me know that you need assistance. *Please schedule an appointment to meet with me* 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 course 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.” (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/>
- *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 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 written assignments and exams in a timely fashion.
- I will treat all students with respect and I will acknowledge and correct my mistakes.

Important Dates

Mon, August 31: Classes begin
Mon, September 5: *Labor Day* (university closed)
Wed, September 14: Last day to add a course or drop a course with full tuition reimbursement
Wed, September 28: Last day to drop a course with no grade reported (no tuition reimbursement)
Fri, September 30: Degree applications due
Tues, October 11: Early assessment period ends
Sun, November 13: Last day to withdraw from a class *with instructor permission*
Wed, November 23 through Sat, November 26: *Fall Break* (no classes, university closed)
Mon, December 12: Classes end
Tues, December 13: Study day
Wed, December 14 through Tues, December 20: 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.

<i>Date</i>	<i>Course topic</i>	<i>Assigned materials DUE on day noted</i>
08/31	Welcome! Introductions	
09/07 ~ Sociological Imagination		Ch 1, pp. 3-39 (Conley); Ch 1 QUIZ *Should We Generalize about People?
09/12	Sociological Theory	*Three Sociological Perspectives
09/14 ~ Research Methods		Ch 2, pp. 43-71 (Conley); Ch 2 QUIZ
09/19	Research Methods	*The Tuskegee Syphilis Experiment
09/21 ~ Culture & Media		Ch 3, pp. 75-113 (Conley); Ch 3 QUIZ
09/26	Culture & Media	*Lovely Hula Hands
09/28	Culture & Media	*to be announced

10/03	wiggle room Exam I Review	
10/05	Exam I	
10/10	Discussion: Exam I, Assessment & Reflection	
10/12 ~ Socialization & the Construction of Reality		Ch 4, pp.117-149 (Conley); Ch 4 QUIZ
10/17	Socialization & the Construction of Reality	*The Egg and the Sperm
10/19 ~ Social Control & Deviance		Ch 6, pp.187-233 (Conley); Ch 6 QUIZ
10/24	Social Control & Deviance	*New Jim Crow
10/26 ~ Stratification		*The Mark of a Criminal Record Ch 7, pp.237-273 (Conley); Ch 7 QUIZ
10/31	Stratification	*Twenty Facts: Living in Poverty...
11/02	Stratification	*Pay Gap between CEOs and Workers *Savage Inequalities *Families Facing Untenable Choices
11/07	Exam II Review	
11/09	Exam II	
	<i>*Final day to withdraw from class (with instructor permission) is 11/13</i>	
11/14	Discussion: Exam II, Reflection	
11/16 ~ Sex, Gender, & Sexuality		Ch 8, pp.277-319 (Conley); Ch 8 QUIZ
11/21	Sex, Gender, & Sexuality	*R. Kelly's Transchild *How Boys Teach Each Other ... *The Case for Raising Feminist Boys
11/23	<i>Fall break (no classes!)</i>	

11/28 ~ Race & Ethnicity (MONDAY QUIZ)

Ch 9, pp.323-369 (Conley); **Ch 9 QUIZ**

11/30 Race & Ethnicity

*Defining Racism: Can We Talk?
*The Average Black Family & Wealth

12/05 Social Change | Resisting Oppression

*Visions of a Better Future: Creating a
More Just World

12/07 Social Change | Resisting Oppression

12/12 Exam III Review

12/15 **FINAL EXAM** (Thursday) from 10:40 am to 1:10 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.