**Understanding Human Society**

**SOC 2000:002 CRN #** **26323**

**Winter 2018**



**Instructor:** Erin Baker

**Office:** 2264Faculty / Administration Building (FAB)

**Office hours:** Wednesdays, 12:30 pm – 1:30 pm, or by appointment

**\*Email:** erinbaker@wayne.edu *\*best way to contact me*

*You are responsible for the information in this syllabus.*

*Read it carefully & ask questions if necessary.*

|  |  |  |  |
| --- | --- | --- | --- |
| ***Course*** | ***Days*** | ***Time*** | ***Location*** |
| 2000 | M W  | 02:30PM - 03:45PM | 0214 STATE HALL |

**Course Description & Learning Outcomes**

*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 and why 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 fifth edition),* by Dalton Conley. ISBN-13: 978-0393615845. ISBN-10: 0393615847.

***YES, the course textbook is REQUIRED.***  Additional course readings will be available on *Canvas*.

**Course Requirements & Expectations**

|  |  |
| --- | --- |
| Assignment | Percentage |
| Attendance & Participation | 10 |
| Chapter Quizzes (10) | 20 |
| Exam I | 20 |
| Exam II | 25 |
| Final Exam | 25 |
| Total | 100 |

**Attendance & Participation: 10%**

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 me if you have specific questions about the materials you missed. Please do not email me asking if you will miss anything important in class, if you are missing class you can assume that you’re missing something important.

*I also expect you to:*

* Be respectful of class time. Be in your seat and ready to go at 2:30 pm. 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 – when you have something new and interesting to post ☺.

**Chapter Quizzes: 20%**

You must complete Chapter Quizzes (10) on Canvas. They are available in the “Chapter Quizzes” folder under the “Quizzes” 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 2:00 pm on the day it is due.Due dates are in **boldface** type on the course schedule. 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 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 covers Chapters 1 - 5 and is worth 20% of the course grade. Exam II covers Chapters 6 - 9 and is worth 25% of the course grade. The Final Exam is *cumulative*, meaning that it covers Chapters 10, 11, and 13 *in addition to* all of the previous chapters. The Final Exam is worth 25% of the course grade. 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.*

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 an amazing tech support department that is waiting to help you. They close at 8:00 p.m. 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 here https://tech.wayne.edu/helpdesk

**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 Canvas, or in email communications. Not attending class, not checking Canvas, 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 Canvas regularly to ensure that grades are posted accurately (including ATTENDANCE/PARTICIPATION and ONLINE QUIZ grades).**
* Check Canvas when class is canceled due to weather, power outage, etc.
* 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.
* *Emails* must have a clear and informative subject line that includes your full name and the name of the course *and SECTION* 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.”) Also, please understand that I do not sit at my computer awaiting your emails. Allow for some response time, I will get back to you as soon as I am able.
* *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.

***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, 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 explain class assignments and outline my expectations for graded work.
* I will grade your work consistently, fairly, and in a timely fashion.
* I will treat all students with respect.
* I will acknowledge and correct my mistakes.

 **Important Dates**

Mon, January 8: Classes begin

Mon, January 15: *Martin Luther King Jr. Day* (university closed)

Wed, January 22: Last day to add a course or drop a course with full tuition reimbursement

Sun, February 4: Last day to drop a course with no grade reported (no tuition reimbursement)

Fri, February 9: Degree applications due

Mon, February 26: Early assessment period ends

Sun, March 25: Last day to withdraw from a class *with instructor permission*

Mon, March 12 – Fri, March 17: *Spring Break* (no classes)

Mon, April 23: Classes end

Tues, April 24: Study day

Wed, April 25- Tues, May 1: Final exams

**Course Schedule**

The course schedule is *tentative* and inevitably will be adjusted throughout the semester. The asterisk (\*) denotes materials available on Canvas. Additional short readings & web links may be posted to Canvas 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***

**01/08 Introductions – Sociological Imagination** Syllabus,

Ch 1, pp. 3-39 (Conley); **Ch 1 QUIZ** \*Should We Generalize about People?

01/10 Sociological Theory \*Three Sociological Perspectives

01/15 *Martin Luther King Jr. Day (university closed)*

**01/17 Research Methods** Ch 2, pp. 43-71 (Conley**); Ch 2 QUIZ**

\*The Tuskegee Syphilis Experiment

**1/22 Culture & Media** Ch 3, pp. 75-113 (Conley); **Ch 3 QUIZ**

1/24 Culture & Media \*Lovely Hula Hands

**1/29 Socialization & the Construction of Reality** Ch 4, pp.117-149 (Conley); **Ch 4 QUIZ**

1/31 Socialization & the Construction of Reality \*The Egg and the Sperm

**2/5 Social Groups** Ch 5, pp. 149-172 (Conley); Ch 5 QUIZ

2/7 wiggle room | Exam I Review

2/12 **Exam I**

**2/14 Social Control & Deviance**  Ch 6, pp.187-233 (Conley); **Ch 6 QUIZ**

2/19 Social Control & Deviance

**2/21 Stratification** Ch 7, pp.237-273 (Conley); **Ch 7 QUIZ**

2/26 Stratification \*Savage Inequalities

 \*Families Facing Untenable Choices

**2/28** **Sex, Gender, & Sexuality** Ch 8, pp.277-319 (Conley); **Ch 8 QUIZ**

3/5 Sex, Gender, & Sexuality \*R. Kelly’s Transchild

\*How Boys Teach Each Other …

\*The Case for Raising Feminist Boys

**3/7 Race & Ethnicity** Ch 9, pp.323-369 (Conley); **Ch 9 QUIZ**

3/12-16 *Spring Break (no class)*

3/19 Race & Ethnicity \*Defining Racism: Can We Talk?

 \*The Average Black Family & Wealth

3/21 wiggle room | Exam II Review

**3/26 Exam II**

**3/28 Poverty** Ch 10, pp.371 – 403 (Conley); Ch 10 QUIZ

4/2 Poverty \*readings TBA and posted on Canvas

4/4 Health & Society Ch 11, pp. 407 – 443 (Conley); no QUIZ

4/9 Family Ch 12, pp. 450 – 489 (Conley); no QUIZ

\* readings TBA and posted on Canvas

4/11 Education Ch 13, pp. 494 – 531 (Conley); no QUIZ (INEQUALITY IN THE CLASSROOM)

4/16 Education \* readings TBA and posted on Canvas (ANYON)

4/18 Social Change | Resisting Oppression \*Visions of a Better Future: Creating a

 More Just World

4/23 wiggle room | Final Exam Review

4/25 scheduled **FINAL EXAM** (Wednesday)

***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.

Syllabus adapted from Dr. Michelle Jacobs, Wayne State University