**Understanding Human Society**

**SOC 2000:007 and SOC 2000:501 (*honors*)**

Winter 2016

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

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| --- | --- | --- | --- | --- | --- |
| ***Course*** | ***CRN*** | ***Sections*** | ***Days*** | ***Time*** | ***Location*** |
| 2000 | 20227 | 007  501 | Tues, Thurs | 3:00 pm – 4:25 pm | 0334 STATE |

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

**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.*  As an academic discipline, sociology is unique because it focuses on people in their social environments. The primary goal of this introductory course is to help you develop a “sociological imagination,” or the ability to see how social forces impact individual lives. You will also have the opportunity to cultivate abstract and critical thinking skills, engage in intellectual discussions with your classmates, and work on your reading comprehension and verbal skills. Course content areas include sociological theory and research methods, culture, socialization, social control, and social inequalities.

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.*
4. *Contribute to your community through participation in the CommunityEngagement@Wayne initiative.*

**Required Course Materials**

Textbook: *You May Ask Yourself: An Introduction to Thinking like a Sociologist (core fourth edition),* by Dalton Conley. ISBN 978-0393937749.

\*Additional readings and assignments will be posted on *Blackboard*. You are expected to log in to Blackboard regularly to access course materials (e.g., readings and homework assignments), check email, and review announcements.

**Course Requirements & Expectations**

|  |  |
| --- | --- |
| **ASSIGNMENT** | **%** |
| Attendance, Preparation, & Participation (APP) | 10 |
| Chapter Quizzes (8) | 15 |
| Exam I | 15 |
| Exam II | 20 |
| Exam III | 20 |
| Service Learning | 20 |
| **TOTAL** | **100** |

**Attendance, Preparation, & Participation (APP): 10%**

High APP scores will be earned by students who 1) attend class regularly, 2) prepare for class thoroughly, and 3) participate respectfully and knowledgably.

1) *Attendance:* Information that is critical to your understanding of course materials will be provided during class time, so it is necessary that you attend. I will take attendance regularly, if not daily. It is your responsibility to ensure that I have recorded you as “present.” “Attendance” grades are based on a four point scale: 0 – 2 absences = 4 pts; 3 absences = 3 pts; 4 absences = 2 pts; 5 absences = 1 pt; 6+ absences = 0 pts. In addition, chronically arriving late for class and/or leaving class early is disrespectful and disruptive and will have a negative impact on your attendance grade. Please note that I do not expect to be informed of singular absences and I do not make arbitrary judgments regarding “excused” or “unexcused” absences. (You get two freebies.) In the case of an emergency that will result in excessive absences, please contact me immediately. 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.

2) *Preparation:*  You are expected to complete all assigned work prior to class so you are able to contribute *knowledgeably* to class discussions. Your opinion is valuable, but you must be able to assess the readings critically and relate them to your personal experiences and broader social phenomena to demonstrate that you understand and can apply the sociological perspective. Your performance on in-class assignments, homework assignments, and unannounced quizzes may be used to assess your preparation for class. Other indicators of adequate preparation include asking thoughtful questions and responding thoughtfully to verbal and written questions, as well as participating actively in group work.

***It is expected that you bring your textbook and paper or electronic copies of course readings with you to class.*** *You will need them for in-class activities and assignments.*

“Preparation” grades are based on a 2 point scale: always/often prepared = 2 pts; generally/occasionally prepared = 1 pt; rarely/never prepared = 0 pts.

3) *Respectful and knowledgeable participation:* You are expected to treat all members of the class and the broader community with *respect***.** You should *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 should be presented in a way that does not marginalize any person or group. *Respectful participation* also means refraining from participating in private conversations (in person or on a cell phone, tablet, or laptop) during class time.

* Cell phone use is not permittedwhen class is in session (barring extraordinary circumstances, of which I must be informed before class begins). I will reduce your course grade by 2% for each unauthorized use of your cell phone. I will tell you when such a reduction occurs. The same rule applies to tablets.
* You are permitted to use a laptop computer in class for *note-taking.* If I discover that you are not using your computer for class purposes, I will reduce your course grade by 2%. I will tell you when such a reduction occurs. After two violations, I will revoke your computer use privileges.

“Participation” grades are based on a four point scale:

* Students who *frequently* speak knowledgeably and respectfully *and* who listen attentively will earn 4 points.
* Students who *occasionally* speak knowledgeably and respectfully *and* who listen attentively will earn 3 points.
* Students who speak frequently and respectfully, *but* express opinions more than they engage with course materials and/or do not listen attentively (e.g., have side conversations, doze regularly) will earn 2 points.
* Students who are attentive and seem engaged in class but rarely speak will earn 1 point.
* Students who rarely speak and are disrespectful and/or inattentive will earn 0 points.

**Chapter Quizzes: 15%**

Chapter Quizzes (8) must be completed 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 2:30 pm on the day it is due.Due dates, indicated with a tilde (~), are noted on the course schedule. NOTE that these dates may change if the course schedule is adjusted. *No late assignments will be accepted*. (In fact, these assignments will not be available online after the 2:30 pm deadline.) I will drop your lowest score before calculating final grades.

**Exams: 55%**

Three exams will be given in this course. Exam questions will focus on the specific areas covered leading up to each exam, but Exams II and III are cumulative in the sense that previously learned knowledge (e.g., the sociological theories and methods discussed prior to Exam I) serves as the foundation for knowledge and skills developed later in the course. Exams are mostly objective (multiple-choice, true & false, completion), but they may have subjective components (short answer essay) as well.

*Make-up exam policy:*

If you know in advance that you must miss an exam due to extenuating circumstances, you can schedule a make-up exam *prior to* the exam date. Make-up exams taken after the regularly scheduled exam date will be comprised of ESSAYS. 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 regularly scheduled exam. In addition, missing an exam without prior permission will result in an automatic 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, please check Blackboard to verify that the exam will be given at the originally scheduled time.

**Service Learning: 20%**

As part of WSU’s community engagement initiative ([www.communityengagement.wayne.edu](http://www.communityengagement.wayne.edu)), this course requires you to complete 10 or 25 hours of *service learning* in an agency that serves people in the Detroit metropolitan region. According to Eyler and Files (1990):

Service-learning is a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems and, at the same time, reflecting upon their experiences as they seek to achieve real objectives for the community and deeper understanding and skills for themselves (p. 3).

Thus, service learning provides you with the opportunity to learn first-hand about the impact of social forces on people in your community. This type of *experiential* learning is a higher-order level of learning that results in deeper understanding of the subject matter – in this case, sociology. In addition, service learning provides you with the opportunity to participate in efforts to ameliorate or otherwise cope with significant social problems that exist in your community.

Getting started: You must determine an agency where you will engage in service learning. You may choose an organization that is listed on the CommunityEngagement@Wayne website. Simply click on the “volunteer opportunities” link (<http://www.communityengagement.wayne.edu/volunteering.php>) for options. You are also permitted to choose an alternative (unlisted) organization. By January 29th (end of week three), you should know where you are going to complete your service learning hours. By February 14th (beginning of week six), you should (minimally) have visited the agency and (preferably) engaged in some service.

If possible, you should complete the service learning requirement in 2 – 3 hour increments. Students enrolled in SOC 2000:007 must complete 10 hours of service, and consequently, should try to engage in service 3 – 5 times throughout the course of the semester. Students enrolled in SOC 2000:501 (*honors*)must complete 25 hours of service**,** and consequently, should try to engage in service 8 – 12 times throughout the course of the semester. In other words, you cannot wait until the end of the semester to complete all of your service learning hours. Doing so will negatively impact your grade. Note that you must have documentation of hours spent at your service learning site. A time log, which must be signed and dated by a site supervisor *every time* you engage in service, is available on Blackboard.

In addition to completing 10 or 25 hours of service, you are required to *document* and *reflect on* your service learning experiences. For every 2 – 3 hours of service you complete, you must provide written responses to the following questions:

Service Learning Journal Questions:

1. *What happened during your service experience?*  (Choose one to three “critical incidents” that stand out to you.)
2. *How do you feel about what happened?*

[This question provides an opportunity for you to offer personal insights about how you felt and/or what you thought about your experiences/observations. For instance, if you talk with a man about what caused his homelessness, you might reflect on how his personal story substantiated or contradicted your existing beliefs about homelessness. You also are encouraged to pose curiosity questions and tentative answers (or educated guesses) about your experiences/observations, such as: I wonder why so many veterans are homeless? Perhaps one reason why veterans are more likely to be homeless that non-veterans is …?]

1. *What ideas from class (concepts, readings, discussions) provide insight into your experience? Explain* how they assist your understanding.

[This question requires you to engage with sociological ideas. By applying these ideas to your personal observations and experiences, you will cultivate a deeper level of understanding of course materials. You might consider the following questions: How do your experiences and observations reflect notions of privilege, power, and difference? How do your experiences and observations reflect larger social processes that produce and maintain inequalities? How are micro, macro, historical, and contemporary processes that sustain political, economic, and social inequalities manifested in the daily experiences of people who seek services from your service learning site? Definitions of concepts should always be *in your own words* and all course materials, including lecture notes, should be properly cited.]

1. (Pick one) *Is there anything you currently are or are not doing that impacts the situation you observed? What can you do with the knowledge gained from your experience?*

The subject heading of each response must indicate the date and time of service. The date and time of service must correspond with your site time log. Each journal response should be a minimum of 1 page in length (typed, double-spaced, 11 or 12 pt font, one inch margins). As such, students enrolled in SOC 2000:007 must complete 3 – 5 entries that collectively comprise a minimum of 3 – 5 pages. Students enrolled in SOC 2000:501 must complete 8 – 12 entries that collectively comprise a minimum of 8 – 12 pages.

IMPORTANT: Always use **bold** typeface when discussing ideas from class (i.e., when responding to question #3). Failure to do so will negatively impact your grade.

It is critical that you complete each journal entry soon after completing a set of 2 – 3 service hours. Memories of experiences, encounters, thoughts, and feelings fade fast. Waiting to write about your experiences/observations will significantly diminish the quality of your work, resulting in a reduced grade. Journal entries, due *Tuesday, April 19th*, will be graded according to the following criteria:

* Content: All four questions are answered clearly and completely. Answers to questions #1 and #2 are descriptive and detailed. Answers to questions #3 and #4 are thoughtful and analytical. Information based on your observations/experiences is accurately integrated with information learned in class (i.e., sociological concepts/ideas).
* Grammar and citations: Your writing is grammatically correct, appropriately cited, and contains minimal spelling errors and/or typos.
* Organization: Journal entries are stapled together in chronological order. (Do *not* submit your work in a folder or binder.) Pages are numbered. Your name is visible on the first page. Your time log is the last page.

In addition to the Service Learning Journal, you are required to complete one additional assignment. This assignment also is due *Tuesday, April 19th.* You have two options:

OPTION #1: Sports Analogies w. Rulebook or Playbook (choose a or b)

1. Baseball, volleyball, football, soccer (etc.) have well-established rules of the game. What is the “golden rule” of your service learning experience? What would happen if you or someone in your position broke this rule? Write a rulebook of your service learning experience. Include at least five “rules” and penalties and/or consequences of breaking them.)
2. Each sport also has a playbook. What is the best “play” you have seen while participating in this service learning experience? Why? Write a playbook of at least five “plays” that will help you (or a future student) perform well at the agency where you engaged in service learning.

OPTION #2: Bumper Sticker w. Ad Campaign

Create a bumper sticker that captures what you learned and/or speaks to a community need you witnessed during your service learning experience. Create an ad campaign that addresses this community need. Feel free to explore this assignment creatively! You may choose to describe your ad campaign in writing, but you are encouraged to use graphics, video, etc.

The following timeline provides a rough outline of the service learning requirements for this class:

01/14: discuss service learning requirement in class; participate in Service Learning *Preflection*

01/29: finalize service site (on your own)

02/15: complete first 2 – 3 hours of service (on your own)

02/18: come to class prepared to participate in Service Learning Reflection Activity #1

03/22: come to class prepared to participate in Service Learning Reflection Activity #2

04/19: come to class prepared to participate in Service Learning *Postflection;* Journal + Option DUE

*Please note:* Clear and concise writing is an essential aspect of college-level work. All written work should be properly punctuated, grammatically correct, and clearly written. Handwritten materials must be *legible.* If you need writing assistance, please contact the WSU Writing Center (2310 Undergraduate Library, 313-577-2544). For more information about the Writing Center, visit http://www.clas.wayne.edu/writing.

**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:**

* 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.
* You are required to keep backup copies of all work and check Blackboard regularly to ensure that grades are posted accurately.
* You are *strongly encouraged* to communicate with me (the instructor) through 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 at 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.”
* All written work must be *typed* in 11 or 12 pt. font and double-spaced with one inch margins. Your name should be at the top and pages should be numbered. Multiple pages should be *stapled* together. *All work submitted electronically must be saved with a file name that includes your full name and the assignment name.*
* *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, 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, January 11: Classes begin

Mon, January 18: *Martin Luther King, Jr. Day* (university closed)

Mon, January 25: Last day to add a course or drop a course with full tuition reimbursement

Sun, February 7: Last day to drop a course with no grade reported (no tuition reimbursement)

Fri, February 12: Degree applications due

Mon, February 22: Early assessment period ends

Sun, March 27: Last day to withdraw from a class *with instructor permission*

Mon, March 14 through Sat, March 19: *Spring Break* (no classes)

Mon, April 25: Classes end

Tues, April 26: Study day

Wed, April 27 through Tues, May 3: 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***

01/12 Welcome! Introductions & Syllabus

01/14 Why Service Learning? (+ *Preflection*) \*Neoliberal Arts;

\*http://www.communityengagement.wayne.edu/

[*Note: 826michigan will visit at the beginning of class*]

01/19 ~ Sociological Imagination Ch 1, pp. 3-39 (Conley); **Ch 1 QUIZ**

\*Should We Generalize about People?

01/21 Sociological Theory \*Three Sociological Perspectives

01/26 ~ Research Methods Ch 2, pp. 43-71 (Conley); **Ch 2 QUIZ**

01/28 Research Methods \*Racism and Research: The Case of the Tuskegee Syphilis Experiment

02/02 ~ Culture & Media Ch 3, pp. 75-113 (Conley); **Ch 3 QUIZ**

02/04 Culture & Media \*Lovely Hula Hands: Corporate Tourism & the Prostitution of Hawaiian Culture

02/09 wiggle room | Exam I Review

02/11 **Exam I**

02/16 Discussion: Exam I, Early Assessment

02/18 *Service Learning Reflection Activity #1* Bring at least one journal entry to class.

~~~ Early Academic Assessment period ends, 02/22 ~~~

02/23 ~ Socialization & the Construction of Reality Ch 4, pp.117-149 (Conley); **Ch 4 QUIZ**

02/25 Socialization & the Construction of Reality \*The Egg and the Sperm

03/01 ~ Social Control & Deviance Ch 6, pp.187-233 (Conley); **Ch 6 QUIZ**

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

\*The Mark of a Criminal Record

03/08 ~ Stratification Ch 7, pp.237-273 (Conley); **Ch 7 QUIZ**

03/10 Stratification \*Savage Inequalities

~~~ Spring Break, 03/14 – 03/19 ~~~

03/22 *Service Learning Reflection Activity #2* | Exam II Review

03/24 **Exam II**

*\*Final day to withdraw from class (with instructor permission) is 03/27*

03/29 ~ Sex, Gender, & Sexuality Ch 8, pp.277-319 (Conley); **Ch 8 QUIZ**

03/31 Sex, Gender, & Sexuality \*R. Kelly’s Transchild; \*How Boys Teach Each Other to Be Boys; \*The Case for Raising Feminist Boys

04/05 ~ Race & Ethnicity Ch 9, pp.323-369 (Conley); **Ch 9 QUIZ**

04/07 Race & Ethnicity \*Defining Racism: Can We Talk?

04/12 Social Change | Resisting Oppression \*Visions of a Better Future: Creating a

More Just World

04/14 Social Change | Resisting Oppression *… continued*

04/19 Celebration of Service Learning (+ *Postflection*) Service learning *assignments* DUE

04/21 wiggle room | Exam III Review

05/02 **FINAL EXAM** (Monday) from 1:20 pm to 3:50 pm

Engaged Reading\*

Reading provides opportunities to create new knowledge. An author writes to communicate ideas or share experiences, but cannot possibly say all there is to say about any given topic. Readers must bridge the gaps of meaning; as they do, they contribute their own assumptions, experiences, and ways of perceiving “reality.” In this way, every act of engaged reading is a process of meaning creation.

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.

\* Material adapted from:

http://www.slideshare.net/UCEW/engaged-reading-and-writing