Course Syllabus **Sociology 2000 (Understanding Human Society)** Winter 2018

Course: Sociology 2000; section (HON) 501 (Understanding Human Society)

Classes meet: Tuesdays and Thursdays from 1:00pm – 2:15pm in State Hall 0234

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**Office Hours**: Tuesday: 9:00-12:00pm

Thursday: 9:00-12:00pm

M/W/F: by appointment (I am in my office most days, send me an email letting me when you intend to stop

by and I will confirm my availability)

**Required Text:**

Henslin’s *Sociology: A Down to Earth Approach REVEL Access code, ISBN:* 9780134253350

* Access code card can be purchased in the bookstore or directly through Pearson. If you purchase an access code directly through Pearson you can do so online during the registration process and save a few dollars ($25, I think). However, note that if you purchase an access code through Pearson you will NOT be able to use your financial aid.
  + In order to register you will need the course link- this will be provided before your course start date.
  + REVEL – You will have numerous assignments on REVEL, an online learning tool. This is also where you'll be reading the assigned textbook chapters.
* If you are interested in checking REVEL out in more detail, you can go here: <http://www.pearsonhighered.com/revel/students/index.html>
* For help with any technical issues that might occur with REVEL, go to <http://247pearsoned.custhelp.com/>

It's time to access REVEL for Sociology: A Down-to-Earth Approach, 13th Edition, the course materials for SOC. 2000 (Honors Section)

Here's how:

1. Go to: <https://console.pearson.com/enrollment/4bvjmk>

2. Sign in to your Pearson Account or create one.

3. Redeem your access code or purchase instant access online.

(Temporary access option for financial aid is also available.)

\*Additional readings are required and made available on Blackboard.

**This is an honors section of SOC 2000 that requires students to complete a service learning project. Thus, students who have not satisfied the Honors College Service Learning requirement should also be enrolled in HON 3000.**

**Course Objective**:

This course is intended to introduce you to the field of sociology. In this class, you will be exposed to the general ideas, concepts, theoretical perspectives, and research methods within the field of sociology. The underlying objective of this course is to help you develop a sociological imagination that will foster an enhanced awareness concerning the effects that social forces have on your lives and the lives of your fellow human beings. Areas of inquiry include social organization and institutional life, processes of socialization, culture, conflict, and social change—just to name a few. This course will stress abstract and critical thinking and to foster such thinking skills the sharing of personal perspectives is encouraged. More specifically, after completing this course, students will be able to:

1. Describe the discipline of sociology and its role in contributing to our understanding of social reality.
2. Describe how sociology differs from and is similar to other social sciences and give examples of these differences.
3. Describe how sociology contributes to a liberal arts understanding of social reality.
4. Apply the sociological imagination, sociological principles, and concepts to your own life.
5. Develop an understanding of the basic elements of the scientific process.
6. Develop a “theoretical tool bag” that you can draw from to further understand the observations that you make in the social world.
7. Cultivate abstract and critical thinking skills.
8. Engage in intellectual discussions with your classmates.
9. Work on your reading, writing, and verbal skills.

**Expectations**

Students taking this course will be tested over material derived from the text, articles, film/videos, lectures, and class discussions—in short, everything is fair game for the exams. A good portion of the material that you will be tested over will not be found in the readings. For this reason, it is imperative that students attend class. However, attending class alone will not ensure course success. In addition to class attendance, you will need to study each assigned reading carefully. I strongly recommend that you complete the assigned readings prior to class and take summary notes that capture the readings main ideas. Class lectures and discussions will incorporate material from the readings but I will not devote an exorbitant amount of class time to “teaching” the specifics of each reading. In fact, I will not discuss some of the material derived from the readings at all. In other words, I am working under the assumption that everybody can read and comprehend basic ideas and issues derived from the readings and I will thus spend the limited class time focusing on issues that are more complicated and connecting the readings to broader issues/ideas/concepts. With that said, I am not discouraging you from asking questions about things that remain unclear after you complete the readings. Some of the readings are difficult and to foster learning we, as a class, will need to discuss them in detail. Also, remember that if you do not understand something it is inevitable that others do not understand it as well so please ask questions, ask questions, and ask more questions. In short, careful preparation of the reading assignments is a crucial area in which you will need to exercise self-discipline (reading before the class that the assigned reading(s) will be discussed), independence (trying to understand the author's argument on your own), and initiative (asking questions about anything that remains unclear to you).

**Canvas**

In addition to REVEL, 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, study guides, lectures, etc.), check email, communicate with classmates, review announcements, etc. 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!

**Student Conduct**

This is a college course; therefore, I expect that you are all adults and will act accordingly. The success of this class depends largely on the students, making class participation imperative. All expressions of ideas are welcome assuming that these expressions are not uncivil to your classmates. Harassment of any nature will not be tolerated. Students are also expected to maintain academic integrity and therefore, cheating of any sort may result in failure of this course. For additional information on academic integrity and related issues refer to the Student Conduct Services homepage (<http://www.doso.wayne.edu/student-conduct/index.html>). Remember, ignorance is not a viable defense of student conduct violations.

**Attendance**

Regular class attendance is expected. While there will be no formal attendance policy in this class excessive absences will inevitably be reflected in your final course grade. Excessive tardiness and leaving class early will be regarded as disrespectful. If there is a problem with getting to class on time or having to leave early, please see me as soon as possible. You are all adults and are capable of making the decision to attend class. In cases in which you unable to attend class you are responsible for obtaining missed information from a classmate (if you are sick, stay home and get better but **I do not need to see doctors’ notes** if this is the case). I will not provide students with my lecture notes nor will I reiterate lectures for individual students. In the case of an emergency, where excessive absences result, please contact me as soon as possible so that I can work with you.

**Makeup Exams**

I understand that we are all human and unexpected events often occur in our lives. If a problem does arise and it is not possible to take the exam on the scheduled date, contact me as soon as possible so that we can make arrangements. Students who miss the scheduled date of an exam are expected to arrange to take a makeup exam within a one-week period. If arrangements are not made in this time a makeup exam may not be permitted. Makeup exams may be essay format.

**Class Cancellations**

In the event that classes are cancelled for any reason I will communicate with you via Canvas so that you have up-to-date information about what to expect the following class session.

**Students with Disabilities**

Wayne State University is working to build a community that is inclusive and welcoming to all people, including those with disabilities. 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](callto:+1313-577-1851) or [313-577-3365](callto:+1313-577-3365) (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. Please DO NOT request accommodations directly from me without a letter of accommodation from the Office for Student Disability Services.

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 about students with disabilities and the services we provide for faculty and students: <http://studentdisability.wayne.edu/>

**Extra Credit**

I do not give extra credit. Focus your time and energy on the learning opportunities that I have provided you with, instead of hoping to do additional work toward the end of the course. If you follow the course plan, you will not need extra credit opportunities! This course is intentionally designed with several different types of assignments to give you multiple and varied chances to succeed. However, it is imperative that you keep-up with the readings, quizzes, and projects to avoid falling behind. If you run into any difficulties, please see me immediately so that we can develop a plan for you to meet your goals.

**Components of Final Grade (Note: Students are required to keep backup copies of all their work and check Canvas regularly to ensure that their grades are accurately posted.)**

*Exams (330 points)*

Three exams consisting of objective (e.g., multiple choice, true/false, etc.) items will be given in this course. The first exam is worth a maximum of 100 points. The second exam will be worth a maximum of 110 points. The final exam will be worth a maximum of 120 points. The final exam will be comprehensive and must be taken at the scheduled exam date. Each of the exams will be taken online through Canvas and each is to be completed without assistance from your classmates. In other words, you are to take the exam by yourself. Each exam will be opened by 8:30am on the day of the scheduled exam and will close at 11:59pm of the same day. Once you begin taking the exam you will have 1.5 hours to complete it. We will not have class on exam days (Maximum total exam points = 330; 55% of your grade).

*Revel Chapter Quizzes (120 points)*

You are required to complete quizzes on Revel covering material derived from each of the textbook chapters that we discuss in class. After reading each section of each chapter you will take a short quiz (3-5 questions). You will also take a quiz at the end of each chapter (10-13 questions). You will have two chances to answer each multiple choice quiz question correctly. Each question is worth 2 points on Revel. If you do not get the answer the right the first time, you can try again and get 1 point if you are correct. If you answer the question incorrectly twice you will not receive any points for that question. Each quiz will be available for at least one week before closing at 11:59 p.m. on the date that it is due. **After that you cannot do the chapter quizzes.** The quizzes will be worth 20% of your grade (120 points).

*Outside Events & Event Reports (50 points)*

Over the course of the semester you are required to attend 2 scholarly events (e.g., lectures, panels, film screenings, etc.) on or around campus that can be located within the social sciences or humanities. After each event you are required to write a brief “event report” wherein you first summarize the main ideas that you learned from attending the event. Each event report should be approximately 1 page (typed, 12pt font, double spaced). You should submit each event report in Canvas no later than one week after attending the event. I will periodically invite you to share your event experiences with your classmates during regular class sessions. While I will make every effort to bring upcoming events to your attention you should also be on the lookout for events occurring on campus. If you see an event that you think would be good for you and your classmates to attend please let me know and I’ll forward the information along to the class. There will be ample opportunities for you to attend events on campus throughout the semester. In an effort to discourage you from waiting until the last month of the semester to begin working towards fulfilling this course requirement your first event summary needs to be submitted no later than March 1st. You second event summary is to be submitted by April 26th. **NO late event summaries will be accepted.** Attending events and completing your event reports will be worth 8% of your grade (50 points)

*Service Learning Hours (50 points)*

This semester you are required to complete 25 hours (2 points per/hr.) of service learning in a community site that provides a service to the local community. Service learning has been described in many different ways but Janet Eyler and Dwight Files offer one rather comprehensive description of this form of learning (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).

In other words, service learning will provide you with two primary opportunities (and a host of potential latent opportunities, such as network expansion). First, you will have an opportunity to move beyond the acquisition of knowledge via books by experientially learning about social forces (a much deeper or higher-order level of learning) as they are manifested in the everyday lives of others in your community. Second, you will have the opportunity to apply the sociological perspective by actively participating in efforts to ameliorate or otherwise cope with social problems in your community. <http://www.communityengagement.wayne.edu/volunteering.php>

I strongly recommend that you do not wait until the last minute to complete your service learning hours. If you do so, you will not get full credit for the service-learning journal assignment (see description of this assignment below) and will likely have a difficult time juggling all of your other commitments. You should plan on visiting your service learning site a **minimum** of 5 different dates (5 hours each day). In other words, do not wait until the last minute and then try to cram all of your hours into a weekend. Regardless of how you choose to schedule your service learning hours, you should strive to complete all of your hours before April 24th. Note that you must have documentation of the hours you spent at your service-learning site, which has been signed by a site supervisor (see time log on Canvas).

You should make every effort to solidify the details surrounding your service-learning by January 30th. By this date, you should know where you are going to do your service-learning hours and you should have arranged your first visit with the site supervisor. To begin the process of coordinating your service-learning hours you should visit CommunityEngagement@Wayne and click on the volunteer opportunities link. In the event that you have an organization in mind where you would like to your service learning and which is not on this list you are welcome to do so. In short, where you do your service learning is **completely your choice within some constraints**. First, you cannot be paid for completing your service learning hours. You should work towards identifying a non-profit organization or healthcare setting that welcomes volunteers. Second, the purpose of this assignment is to encourage students to engage with their surrounding communities. As such, you are not permitted to complete your service hours via on-campus volunteer initiatives. However, if you are part of a WSU student group that coordinates volunteer opportunities in the community this would be acceptable.

*Service Learning Journal (50 points)*

You are required to keep a journal wherein you reflect on your experiences/observations **and** integrate those experiences/observations with the academic materials that we have read and/or discussed in class. Good journal entries should thus accomplish three goals. First, you should document significant events and interactions that you observe or take part in while engaging in your service-learning project. Second, you should reflect on your experiences and observations. Reflecting on your experiences and observations is your opportunity to offer personal insights into how you felt or what you thought about your experiences/observations. For instance, if you talk with a man about the antecedents of his homelessness, you might reflect on how this personal anecdote substantiated or contradicted your existing beliefs about homelessness. You may also pose questions in your reflections about your experiences/observations (I wonder why so many veterans are homeless? Perhaps one reason why veterans a more likely to be homeless is…?). Finally, in your journal entries you should integrate your experiences and observations with the materials we discuss in class. How do the reading materials and class discussions relate to your service-learning experiences and observations? You should draw from the academic literature we read and discuss in class to cultivate a higher level of understanding into your experiences and observations. How do your experiences and observations reflect notions of privilege, power, and difference? How do your experiences and observations reflect larger processes that produce and reproduce inequality? How are micro, macro, historical, and contemporary processes that sustain political, economic, and social inequalities manifested in the daily experiences of those who seek services from your service-learning site? In short, providing a simple summation of the events that transpired while you were at your service-learning site is inadequate. You must also reflect and integrate!

In sum, shortly after each visit to your site, take some time to describe, reflect, and integrate your experiences/observations. **Do not** complete this portion of your service learning project after you have completed all of your hours. If you do so it will certainly be reflected in your grade. At the top of each journal entry, you should clearly indicate the date and times that you are journaling about. Your journal entries will be graded on content (do you describe, reflect, and integrate your service-learning experiences/observations), structure (are your journal entries organized in a logical fashion, do your entries flow and make sense, etc.), and grammar/syntax (are there typos, do your sentences make sense, etc.). You will submit your journal entries along with your time log on April 19th. Your service at **minimum be 15 pages** (typed, double spaced, 12pt font, 1-inch margins on all sides). Your service learning journal is worth 50 points.

Your service learning project will be worth about 17% of your final grade.

Grading Scale

|  |  |  |  |
| --- | --- | --- | --- |
| 97-100% A+ | 87-89% B+ | 77-79% C+ | 67-69% D+ |
| 93-96% A | 83-86% B | 73-76% C | 63-66% D |
| 90-92% A- | 80-82% B- | 70-72% C- | 60-62% D- |
|  |  |  | Below 60% F |

GRADING RUBRIC: Your grade is based on a total of **600** points.

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

**Topic or Activity Readings Reading #**

**The Sociological Imagination** Chapter 1(pp. 1-22) 1

The Promise (online) 2

Teenage Wasteland (online) 3

**Social Theory** Chapter 1, pp. 22-32 4

**Research Methods** Chapter 5 5

Situationist Perspective on Evil (online) 6

**Culture** Chapter 2 7

Sexist Language 8

Overt or Covert, Sexism at Work Causes Real Harm 9

Culture of Fear (online) 10

Code of the Streets (online) 11

**Socialization**  Chapter 3 12

Extreme Isolation (online) 13

Night to His Day (online) 14

Sex Stereotypes and the Media (online) 15

Learning to Strip (online) 16

Anybody’s Son Will Do (online) 17

Becoming a Marijuana User (online) 18

**Social Structure and Social Interaction** Chapter 4 19

**Social Class** Chapter 10 20

The Power Elite (online) 21

Preparing for Power (online) 22

Savage Inequalities (online) 23

As American as Apple Pie (online) 24

Media Magic (online) 25

**Race and Ethnicity** Chapter 12 26

Race at Work (online) 27

Getting a job, Not Getting a Job (online) 28

Affirmative Action and Minority Applicants (online) 29

Forty Acres and a Mule (online) 30

Savage Inequalities Revisited (online) 31

**Sex and Gender** Chapter 11 32

Detours on the Road to Equality 33

Women and Weight 34

The Glass Escalator (online) 35

The Mommy Tax (online) 36

**Important Dates**

**Monday, January 8—Welcome Back to Classes**

**Thursday, February 8—First Exam**

**Thursday, March 1—First Event Summary Due**

**Thursday, March 22—Second Exam**

**Tuesday April 26—Second Event Summary Due**

**Thursday, April 26—Final Exam from 12:30 – 2:30pm**

**Other Important Dates**

**Monday, January 15—MLK Day / University closed**

**Sunday, January 14—Last day to add a class without departmental approval**

**Monday, January 22—Last day to add a class with departmental approval**

**Monday, January 22—Last day to drop a course with full tuition reimbursement**

**Monday, February 26—EAA grades must be submitted**

**Sunday, February 4—Last day to drop a course with no grade reported (no refund)**

**Friday, February 9—Degree applications are due**

**Monday, March 12 – Saturday, March 17—Spring Break**

**Sunday, March 25—Last day to withdraw from a class**

**Monday, April 23—last day of classes**

**Tuesday, April 24—Study day**

**Wednesday, April 25– Tuesday, May 1—Final Exams**