

Understanding Human Society: SOC 2000

Understanding Human Society

SOC 2000, Section 011 (17844) Fall 2014

Tuesdays 1:50-4:40p

0106 Old Main

Course Website: <https://blackboard.wayne.edu/webapps/portal/frameset.jsp>

Instructor	Office Hours
Jessica Penwell Barnett	Tuesday 9-11a & Thursday 2-4p
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Course Description

This course was designed to introduce learners to ‘the sociological imagination’, and help them apply that perspective to their everyday lives and communicate those insights to others. We will survey key sociological concepts (e.g. culture and socialization) and sociological perspectives on aspects of the social world (e.g. politics, race, gender, and health) that shape our lives and the world we live in. This course emphasizes active, small-group supported learning and knowledge application. To meet these goals, learners will complete weekly quizzes, identify and analyze examples of the concepts and perspectives we are learning about, and collaborate in leading class discussion.

Philosophy & Expectations

Consistent with the description given above, this course is a product of a philosophy of teaching and learning that emphasizes the relevance of learning to daily life and/or role performance, learner initiative and self-direction, and the instructor’s role as a more informed and experienced co-learner with leadership responsibilities. Consonant with this philosophy, participants in this course (including the instructor) are expected to be active and engaged learners: pursuing inquiries of interest; contributing to class and group discussions; supporting and challenging each other in the learning process; welcoming challenges as opportunities for reflection and growth; coming to class each week, on time and prepared; and seeking additional support outside class as needed (i.e. help from the Writing Center (313) 577-2544, colleagues, etc.). In addition, participants are expected to demonstrate respect for themselves and others.

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Schedule-at-a-Glance

Date	Class Covers...	Assessments Due
September 2	Welcome! Feedforward: All assessments Learning Support Groups meet & greet Sign-up for Group Discussion Lead	Pre-Course Survey
September 9	The Sociological Perspective (Ch.1)	Everyday Evidence 1
September 16	Culture (Ch. 2) <u>&</u> Socialization (Ch. 3)	Ch. 1 Quiz Everyday Evidence 2
September 23	Social Structure and Social Interaction (Ch. 4)	Group Discussion Lead Ch. 2-3 Quiz Everyday Evidence 3 Sociology in Everyday Life Project 1
September 30	How Sociologists Do Research (Ch. 5) Instructor Feedback	Group Discussion Lead Ch. 4 Quiz Everyday Evidence 4 Sociology in Everyday Life Project 2
October 7	Deviance and Social Control (Ch. 8)	Group Discussion Lead Ch. 5 Quiz Everyday Evidence 5 Sociology in Everyday Life Project 3
October 14	Social Class in the United States (Ch. 10)	Group Discussion Lead

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		Ch. 8 Quiz Everyday Evidence 6
October 21	Sex and Gender (Ch. 11)	Group Discussion Lead Ch. 10 Quiz Everyday Evidence 7 Sociology in Everyday Life Project 4 <u>OR</u> 5
October 28	Race and Ethnicity (Ch. 12)	Group Discussion Lead Ch. 11 Quiz Everyday Evidence 8 Sociology in Everyday Life Project 6
November 4	The Economy (Ch. 14)	Group Discussion Lead Ch. 12 Quiz Everyday Evidence 9 Sociology in Everyday Life Project 7 <u>OR</u> 8
November 11	Politics (Ch. 15)	Group Discussion Lead Ch. 14 Quiz Everyday Evidence 10
November 18	Marriage & Family (Ch. 16)	Group Discussion Lead Ch. 15 Quiz Everyday Evidence 11
November 25	Collective Behavior and Social Movements (Ch. 21)	Group Discussion Lead Ch. 16 Quiz

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		Everyday Evidence 12 Sociology in Everyday Life Project 9
December 2	Wrap up: making connections and recognizing learning Instructor Feedback	Ch. 21 Quiz

Course Materials and Assigned Readings

Henslin, James H. 2014. *Sociology: A Down-to-Earth Approach, 12th edition*.

The assigned readings for each week are indicated above. We will discuss readings in class *on the day* for which they are listed. We will not “cover” readings in class. We are all responsible for knowledge of reading content and readiness to contribute to discussions based on this content.

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Schedule of Assessments

Assessment	Due Date	% of final grade
Chapter Quizzes	Weekly, Sept. 9 – Dec. 2 *Due BEFORE class	2.5% x 12 = 30%
Everyday Evidence	Weekly, Sept. 9 – Nov. 25 *Present IN class	2% x 10 = 20% (12 EE, lowest 2 dropped)
Group Discussion Lead	As chosen with LSG	20%
Sociology in Everyday Life Projects	As indicated in course schedule	15% x 2 = 30%

Assessments have been designed to achieve three goals, 1) measure achievement of course learning outcomes (see next section), 2) provide learning opportunities, 3) provide opportunities for demonstration of achievement via a variety of job-relevant skills (i.e. writing and speaking).

Please note:

- The rubric by which each assessment will be marked will be available on the course website and discussed in class. You are **strongly** encouraged to review this rubric carefully, ask questions for clarification, and use the rubric as a guide during assessment completion.
- Chapter Quizzes and Sociology in Everyday Life Projects must be submitted via the course website *before the start of class* on their due date. Late Chapter Quizzes *will not be accepted*. Late Sociology in Everyday Life Project papers will be docked points in the Professionalism section of the grading rubric. Excepting for serious extenuating circumstances (e.g. family death, documented illness, etc.), written assessments will *not be accepted* if they are more than seven calendar days late.
- Everyday Evidence and Group Discussion Lead assessments require in-class performance. **You must be in class to perform**. If serious extenuating circumstances (e.g. family death, documented illness, etc.) prevent you from attending class on the day your LSG leads the discussion, your mark will be assigned based on your group's performance and your efforts to ensure that your group's performance is not diminished by your absence. *You are responsible for ensuring that someone in your group is prepared to deliver your portion of the in-*

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class presentation! Up to 2 missed Everyday Evidence assessments will be dropped.

Chapter Quizzes

-available on course website, marked by instructor, measures learning outcomes 1, 2

A 25-item quiz will be available on the course website each week after class. This quiz will remain available for one week. You may complete the quiz at your convenience during that week, but **you MUST complete it before the test window ends at 1:00 pm the following Tuesday. Tests WILL NOT be accepted once the test window has closed.** Feedback on your test results will not be available until after the test window closes. (To encourage academic honesty.) You are encouraged to review your results before class each week so you may ask for clarification about the material as needed.

Everyday Evidence

-in-class performance AND submit via course website, marked by instructor, measures learning outcomes 1, 2, 3, 5

- a. Identify a piece of evidence from your everyday life that demonstrates the sociological phenomena or perspective being discussed in class that day (i.e. September 9 we are discussing culture & socialization, so your evidence must demonstrate culture and/or socialization). Evidence may be varied. Examples include:
 - a. popular magazine/newspaper articles (submit link or copyright free PDF, or, if these are unavailable, a 1 paragraph synopsis),
 - b. blog posts (submit link),
 - c. songs (submit lyrics and link to copyright free streaming audio if available),
 - d. commercials/tv shows/movies (submit 1 paragraph synopsis and link to copyright free streaming video if available),
 - e. objects (submit 1 paragraph description and link to copyright free image if available),
 - f. and 1 paragraph descriptions of personal experiences/everyday observations.
- b. Write a 1 paragraph analysis explaining why the evidence you've identified demonstrates the sociological phenomena or perspective under discussion. You must use at least one key term from that week's assigned reading in your explanation. Please **bold** the key term.
- c. Present your evidence and discuss your analysis with your LSG in class.

- d. Upload your evidence and analysis to the designated space on the course website. IF you can combine the evidence and analysis in the same document, please do so. The file names MUST follow the following conventions:
 - a. Evidence & Analysis together = FirstLastName-Ch#-All
 - b. Evidence = FirstLastName-Ch#-Evidence
 - c. Analysis = FirstLastName-Ch#-Analysis

Group Discussion Lead

-in-class performance, marked by peers & instructor, measures learning outcomes 1, 2, 5

On the first day of class, representatives from each LSG will negotiate the schedule of Group Discussion Leads for the term (i.e. whose presenting when). On the negotiated day, your LSG will collectively lead a 30-minute presentation and discussion of the day's topic. Please note that you are *not* being asked to give a 30-minute lecture reviewing the assigned readings for the day. Your goal is to bring the concepts in the readings 'to life' and deepen understanding. Presentation styles may (and hopefully will!) vary, including techniques such as:

- Games or other activities,
- Skits,
- Brief video clips (10 minutes or less, unless you create the media yourselves or can make a compelling case for longer "found" media),
- Lecture,
- Guest speaker (20 minute max - inform the instructor ASAP if you secure one),
- Debate,
- Songs.

The discussion component must comprise *at least 10* of your 30 minutes. To lead a discussion, you will need to prepare a set of questions in advance to prompt class discussion of the material you are presenting. If you plan a class activity, please ensure that you have written instructions for your classmates to follow.

Your entire LSG must attend 2 scheduled meetings with the instructor prior to your Discussion Group Lead to 1) discuss your plan (including individual contributions) and 2) review your plan and ensure that proper arrangements have been made regarding audio-visuals, etc. You are encouraged to arrange these meetings well in advance to ensure that

you are headed in the right direction and have time to adequately complete your plan. The instructor's assessment of relative group contribution will be based on these meetings.

The entire group will receive the same grade, except in the case where a group member does not demonstrate contribution or fulfill their responsibilities as discussed with the professor. The group grade will be the average of the instructor's and class' average assessments. If, under serious extenuating circumstances, you must miss class the day of your group presentation, you are personally responsible for making sure that someone in your group is prepared to present your portion of the presentation/discussion – to include forwarding media clips, instructions, notes, etc.

Sociology in Everyday Life Projects¹

-submit via course website, marked by instructor, measures learning outcomes 3, 4, 5,

Working in pairs, students will conduct two projects and write a report that captures their findings and reflects upon the course material. Choose your partner wisely, you will work in the same pair group for both papers and both students will receive the same grade for the paper, regardless of how the workload is shared.

For these projects you will choose an exercise (attached to the syllabus), conduct the exercise, and write a response. The write up should include an account of what happened in the exercise, what you learned in relationship to what you have been reading and what we have been discussing in class, and answer any questions specifically asked in the exercise you choose.

While there are options to complete nine projects, you only have to do two. You must turn the paper in on the respective due date listed in the course calendar *before* the beginning of class and once the deadline for a project has passed, you may not go back and do that project. Papers must be two pages in length, single-spaced, 1-inch margins, 12-point font.

Learning Outcomes

It is hoped and expected that you have your own list of things you'd like to learn in this course. The course has been designed to encourage learner initiative and provide opportunities for pursuing your own interests. The course has also been designed to help learners achieve the following set of learning outcomes. These are the outcomes by which learner success will be measured for the purposes of grading. Specific grading criteria will be provided in the rubrics.

¹ Adapted from Swauger, Melissa L. 2013 "Introduction to Sociology Syllabus." Syllabus adapted from 2010. Syllabus by R. Ryle. "Introduction to Sociology" published in *TRAILS: Teaching Resources and Innovations Library for Sociology*. Washington DC: American Sociological Association. (<http://trails.asanet.org>)

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On successful completion of this course, students will be able to:

1. Identify key sociological concepts, theories, and perspectives
2. Identify examples of sociological concepts and perspectives
3. Analyze examples of sociological concepts and perspectives in their everyday lives
4. Reflect on how their personal lives have been shaped by social forces and institutions
5. Communicate sociological concepts and perspectives to others

Grading Scale

<u>Points</u>	<u>Percentage</u>	<u>Grade</u>
1000-900	100-90	A
899-850	89-85	A-
849-800	84-80	B+
799-750	79-75	B
749-700	74-70	B-
699-650	69-65	C+
649-600	64-60	C
599-550	59-55	C-
549-500	54-50	D+
499-450	49-45	D
449-400	44-40	D-
Below 400	BELOW 40	F

Service Information

The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit

www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).

The Writing Center is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit <http://clasweb.clas.wayne.edu/writing> to obtain information on tutors, appointments, and the type of help they can provide.

ASA formatting instructions can be found in an ASA style guide or visit the OWL website - <https://owl.english.purdue.edu/owl/resource/583/01/>

Policies

Contacting the Instructor

The best way to contact the instructor is via e-mail. Please include the course number (SOC 2000) in the subject line of the e-mail. Please use e-mail etiquette appropriate to a workplace. Under normal circumstances, you can expect the instructor to respond to your email within 36 business hours (weekends do not count). **You are responsible for contacting the instructor in adequate advance to permit time for the completion of time-sensitive tasks, such as assigned readings and assessments.**

Learners are encouraged to use the instructor's office hours. Uses for office hours are diverse and may include discussing course material, answering questions about assessments, discussing career goals, etc. **Learners are strongly encouraged to visit office hours during the first two weeks of the course to discuss personal goals for and concerns about the course and simply to 'know me better man'!**

Student Disabilities Services (edited statement from the SDS web site)

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 in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (Videophone use only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your 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.

Students participating in Wayne Reach are responsible for arranging tutoring and SI services offered at Wayne State University. Be sure to contact your academic adviser if you have question about accessing WayneReach services.

Academic Integrity (edited statement from the DOSO's web site)

Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct (<http://www.doso.wayne.edu/student-conduct-services.html>). Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

o Cheating: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student's test paper; (b) allowing

another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.

o Fabrication: Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.

o Plagiarism: To take and use another's words or ideas as one's own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.

o Other forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student's access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

Challenging Grades

If you feel your mark on a specific assessment is not appropriate, I will be glad to re-mark your assessment. Before I will reconsider your mark, I must have an ***e-mail*** request to re-mark the assessment that includes a clear statement of why you think you deserve a different mark. The explanation must include reference to the specific domain(s) of the rubric which you argue deserve a higher mark. When you submit something for re-marking, I have the option of raising the grade, lowering the grade, or leaving it the same.

If you wish to appeal your grade or any policies pertaining to this course, you should first consult me. If a satisfactory solution cannot be negotiated, you should contact the Chair of the Sociology Department, Dr. Janet Hankin, (313) 577-8131, Room 2233 FAB. Please note that Dr. Hankin will not talk with you unless you have talked to me first. If you still have concerns, you may contact Elizabeth Store-Hall, College of Liberal Arts and Sciences. Her office is located on the second floor of Old Main, Room 2155, and she can be reached at (313) 577-2515.

The Ombudsperson, Laura Birnie-Linderman, 798 Center Building, (313) 577-3487, email: ombudsoffice@wayne.edu is also a resource available to you. Students should consult the university bulletin regarding university policies that affect courses, including the time limit for filing appeals.

Wayne State University Appeals procedures can be accessed at http://www.clas.wayne.edu/clas_files/Grade_Appeal_process.pdf

Extra Credit

Extra credit will not be offered. The assessments on which the grade for this course depend are thoughtfully and carefully tied to the learning outcomes.

Religious holidays (from the online Academic Calendar)

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, 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.

Course Drops and Withdrawals

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Pipeline. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the 10th week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: <http://reg.wayne.edu/pdf-policies/students.pdf>

Information Subject to Change

This syllabus is tentative and subject to change.

Sociology in Everyday Life Projects

Working in pairs, students will conduct two projects and write a report that captures their findings and reflects upon the course material. Choose your partner wisely, you will work in the same pair group for both papers and both students will receive the same grade for the paper, regardless of how the workload is shared.

For these projects you will choose an exercise (attached to the syllabus), conduct the exercise, and write a response. The write up should include an account of what happened in the exercise, what you learned in relationship to what you have been reading and what we have been discussing in class, and answer any questions specifically asked in the exercise you choose.

While there are options to complete nine projects, you only have to do two. You must turn the paper in on the respective due date listed in the course calendar *before* the beginning of class and once the deadline for a project has passed, you may not go back and do that project. For example, the Sociology in Everyday Life Project #1 is due September 16, #2 is due September 23, etc. Papers must be two pages in length, single-spaced, 1-inch margins, 12-point font.

Papers will be graded based on the following criteria:

The write up should include an account of what happened in the project, what you learned in relationship to what you have been reading and what we have been discussing in class, two thoughtful discussion questions about course content that relates to the project, and **answer any questions specifically asked in the assignment** you choose.

Each paper is worth up to 150 points. The following summarizes how these points can be earned. See the grading rubric for a more detailed breakdown.

Summary of project (up to 40 points) – the summary explains when, where, and how the project was conducted and who participated. Also provides a detailed account of what happened, i.e., what was your role, what were the reactions of others, etc.

Reflection (up to 30 points) – what did you learn in general about the topic and in relationship to course material, i.e., if the assignment helps you learn about norms in society, what did you learn about norms and how does what you learned relate to what you have been reading in your text and reader and other class material?

Questions (up to 20 points) – questions are thoughtful and include a context from which the writer is approaching the material. That is, the writer indicates thoughts that led to the question and explains why she may be asking the question.

Clarity and organization (up to 10 point) – the paper has limited spelling, grammar, and usage errors.

Sociology in Everyday Life Projects (Choose two exercises)

1. Choose a norm that provides order in society and have one partner break that norm in a social situation while the other observes. For example, do not say hello when someone greets you, wear your bra on the outside of your shirt, sit in the front seat of the bus reserved for older/handicapped persons. Observe the reactions of others and also your own reaction to the violation. Then explain to others why you broke

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the norm and talk to them about how they felt. Remember, break a simple norm, **do not break the law or cause extreme embarrassment or harm to anyone.** Include your observation and conversation with outsiders in your report. **Due September 16**

2. Each partner should keep a log of interactions with bureaucracies for several days. List those you dealt with, the nature of your business, the outcome, and whether or not you were satisfied. Include in your write up the characteristics of the bureaucracy that were most helpful in getting something done, why it may have been difficult to accomplish your goal, and how the organization could change some of its rules or policies to make it easier for you to accomplish your goals. **Attach your notes to your paper. Due September 23**
3. Between the two partners, ask one friend (not in the class) and one family member why child abuse occurs in the United States for a total of two interviews. Then consult a newspaper/magazine article, talk show, website, news report, or book to find out why child abuse occurs in the United States. Report the reasons/rationales listed by each of these sources. Then, use the sociological perspective to comment on these responses. Are your sources using bad or faulty generalizations about social phenomena that are based on commonsense or do they employ a sociological perspective? Be sure to give a detailed explanation about why you think the message is based on generalization or sound research. **Due September 30**
4. Visit two neighborhoods that represent contrasting social classes, i.e., a wealthy neighborhood and a poor neighborhood and conduct field research by documenting observations including how the neighborhood looks, what people there are doing, pedestrian and automobile traffic, and detailed accounts of anything that you see. Be sure to go to each neighborhood during similar time periods, i.e., in the afternoon on a weekday. Be sure to give the names of the neighborhoods you observed in your paper. **Attach your notes to your paper. Due October 14**
5. Collect examples from print media of the social classes identified in the Weberian model including capitalists, old money, new money, upper middle, lower middle, working class, working poor, and underclass. Create a **small** poster entitled, "US social class ladder." In your write up explain why each example is placed in each description. **Turn in your poster! Due October 14**
6. Research gender socialization by examining the lyrics and a music video from two songs. Analyze the messages conveyed about gender in the lyrics and videos. For example you may list the roles played by women in a video and discuss if they are traditional/nontraditional, and/or describe the relationships between men and women, i.e., subordinate/equal, and/or list the behaviors learned from this medium and discuss whether or not they are stereotypical. **Attach song lyrics and notes to your paper. Due October 21**
7. In the evening observe 3 prime-time television shows (8:00pm-11:00pm). Record the number of people from different races/ethnicities including Hispanic, Asian, African American, and White portrayed on each show. Record and discuss the type of characters members of each race/ethnicity plays. Pay attention to the way these characters are portrayed including their social class and status, behaviors, and attitudes. Write up a description of what you see. **Attach your notes to your paper. Due October 28**
8. Interview someone who is an immigrant or a refugee. Ask them about their reasons for migrating to the US, their experiences here, and how they are regarded by

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others. Have their expectations been met? Present and discuss the results of your interview. **Due October 28**

9. Watch television until you have viewed at least 10 different commercials in which an entire family or a member of a family is featured. On a piece of paper make extensive and systematic notes of how the family in each commercial is portrayed. List the names of the products advertised and the characters in the commercial and include these in your write up. Take notes on the makeup of the family, the ethnicity, and marital status. Discuss how the media does/does not portray what we discussed in class as the “normative” family, i.e., white, heterosexual, two-parent, conforms to traditional gender roles, etc. ***Attach your notes to your paper.*** **Due November 18**