**Understanding Human Society**

**SOC 1010:002 & 501 CRN #27345 & 27480**

Winter 2020



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**Office hours:** Tuesdays and Thursdays, 11:30 AM – 12:30 PM & by appointment

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

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| --- | --- | --- | --- |
| ***Course*** | ***Days*** | ***Time*** | ***Location*** |
| 1010 | T, Th  | 10:00-11:15 AM | Old Main, Rm. 1107 |

**Course Description & Learning Outcomes**

Welcome!

This course will introduce you to a range of topics in the field of sociology.The primary goal of the course is to help you develop a sociological perspective, or “sociological imagination,” which will help you see the impacts of *social* forces on *individual* lives – including your own. Throughout the semester, we will read about and discuss sociological theory and research methods, culture, socialization, social control, and social inequalities. In addition to expanding your knowledge of these important topics, this course also will provide opportunities for you to cultivate reading comprehension skills, critical thinking skills, and verbal communication skills.

At the conclusion of the course, you will be able to:

1. Describe the discipline of sociology and its relationship to other disciplines.
2. Describe the scientific process and explain the importance of rigorous empirical research.
3. Think abstractly and critically about social “realities.”
4. Communicate sociological ideas.
5. Apply the sociological imagination and sociological concepts to your own life and the world around you.

*This course was previously offered as SOC 2000.  Please ensure that you have not already taken this course under the previous course number.*

**Required Course Materials**

Textbook: *You May Ask Yourself: An Introduction to Thinking like a Sociologist (core sixth edition),* by Dalton Conley. ISBN-13: 978-0393674187.

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

***iClicker 2 remotes are also REQUIRED.***

iClicker 2 remotes can be purchased at the WSU book store in the textbook department. Remotes are located at the registers on the second floor.

**You MUST REGISTER your *iClicker* in time for use in class on January 21st to receive full credit for your responses.**

Please use the *iClicker registration* link located on our course Canvas site in the left-hand column. If you have a *used* clicker, the previous owner does not need to unregister, but you will be charged a one-time fee of $6.99 to register the used remote under your name. If you make a mistake registering, just register again – the correct information will take precedence and you will not be required to pay the fee again. Please note that REEF polling (the mobile application) will not work in this class.

**Course Requirements & Expectations**

This course is open to students enrolled in *two different sections –* SOC 1010:002 and SOC 1010:501 *\*honors*. It is the responsibility of ALL STUDENTS to ensure enrollment in the correct section of the course at the beginning of the semester. ***You will not be able to change your enrollment after the add/drop date has passed and you will be graded according to the requirements of the section in which you are enrolled.***

***HONORS STUDENTS:*** Please note that you have an additional service learning requirement. See the syllabus addendum for details.

|  |  |
| --- | --- |
| **SOC 1010:002****ASSIGNMENT** | % |
| Attendance & Participation*\*iClicker points*  | 10 |
| Chapter Quizzes (8)  | 20 |
| Exam I |  20 |
|  Exam II |  25 |
| Final Exam | 25 |
| **TOTAL** | **100** |

|  |  |
| --- | --- |
| **SOC 1010:501 *\*honors*****ASSIGNMENT** | % |
| Attendance & Participation*\*iClicker points*  |  5 |
| Chapter Quizzes (8)  | 10 |
| Exam I |  20 |
|  Exam II |  25 |
| Final Exam | 25 |
| Service Learning Project | 15 |
| **TOTAL** | **100** |

**Attendance & Participation: 10% (5%)**

Our large class size prohibits attendance taking via daily roll call. As such, I will use the *iClicker student response system* to track your attendance and class participation. A 75% response rate is necessary for you to receive credit for your participation on any given day of class. Your actual responses will not be graded. My primary reason for using the iClickersystem in this course is to provide *you* with opportunities to participate actively in class and to provide *me* with information I can use to gauge your understanding of course materials.

IMPORTANT: 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 Amanda Horn (GTA) if you have specific questions about the materials you missed. Do *not* email me or Amanda about missing one class period, but please let us know if a situation arises that causes you to miss 3 or more consecutive classes.

*I also expect you to:*

* Be respectful of class time. Be in your seat and ready to go at 10:00 AM *sharp*. Pack up when I say we are finished for the day *but 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. (It is empirically proven to be better than typing notes.) Ask questions. Raise your hand to participate in class discussions. *Do not talk when you are not participating in class discussions.* Engage in civil dialogue with me (the instructor) and your classmates.



And *please,* FOR THE LOVE OF LEARNING, save the texting/snapchatting/etc. for *after* class.

**Chapter Quizzes: 20% (10%)**

You must complete 8 Chapter Quizzes on Canvas. 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 9:30 AM on the ***color coded***due date (Tuesday or Thursday), which is subject to change if the course schedule is adjusted. ***No late assignments will be accepted*, *NO EXCEPTIONS*.**  In fact, the quizzes mysteriously disappear after the deadline. It’s weird.

**Exams: 70% (70%)**

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, 2, and 3 and is worth 20% of the course grade. Exam II covers Chapters 4, 6, and 7 and is worth 25% of the course grade. The Final Exam, also worth 25% of the course grade, is *cumulative*, meaning that it covers Chapters 8, 9, and 10 *in addition to* all of the previous chapters.

\*Please note that a lack of planning on your part does not constitute an emergency for me or Amanda. Sometimes technology fails. Wayne State University has a fabulous tech support department that is waiting to help you. Please begin your exam well before the time it is due to allow time for resolving technical difficulties. Unless you have a support ticket that shows that you contacted support in enough time to complete the exam, extensions will not be granted. Tech support can be reached at <https://tech.wayne.edu/helpdesk>.

*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.* Failure to schedule a make-up exam prior to exam day will result in a 10% deduction from your exam score.All make-up exams must be scheduled and completed within one week of the exam date.

***HONORS STUDENTS:*** Please see the syllabus addendum posted to Canvas for the **service learning requirements (15%)** for this course. Amanda Horn, the course GTA, is your “go-to” person for this assignment.

**Grades**

You will be graded according to the following scale:

*Final grades are FINAL.*

No points will be added to *any* student’s grade, including yours, at the end of the semester. Please do *not* ask for a higher grade than you earned because you are on academic probation or need it to maintain a scholarship or have any other special circumstance. Neither I nor Amanda “give” grades. You *earn* the grade you receive.

|  |  |
| --- | --- |
| 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 |

**Additional Student & Instructor/GTA 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.**  It is particularly important for you to check your ATTENDANCE & PARTICIPATION and CHAPTER QUIZ grades. The end of the semester is too late to fix any technical mistakes or glitches. *Do not ask me or Amanda to fix a mistake YOU should have caught earlier in the semester; the answer will be “no.”*
* Refer to Canvas for instructions when class is canceled due to weather, power outage, etc.
* You are *strongly encouraged* to **communicate with Amanda Horn**, the course GTA, in person or by email if you have any comments, questions, or concerns about the course. When appropriate or necessary, Amanda will relay your comments to me (the instructor). Please *schedule an appointment* when you wish to meet with Amanda or myself during office hours or at another designated time. \**A kind tip*: If you are having trouble in this course, please meet with Amanda sooner rather than later. Sooner: there is still a chance to improve the situation. Later: there is a greater likelihood that you will be stuck with a lower grade than you wanted.
* *Emails* must have a clear and informative subject line that includes your full name and the name of the course *and section* (e.g., SOC 1010:002) 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.”
* *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. The SDS telephone number is 313-577-1851 or 313-202-4216 for videophone use. Once you have met with your disability specialist, Amanda (GTA) will be glad to meet with you privately during her office hours to discuss your accommodations. 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.” You can learn more about the disability office at [www.studentdisability.wayne.edu](http://www.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.

Please note that bringing another student’s iClicker to class is cheating and in violation of the University Honor Code. If you are caught with a remote other than your own or mysteriously have responses in a class that you did not attend, you will forfeit *all iClicker points* *for the semester* and may face additional disciplinary action.

***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 & GTA* responsibilities:**

* We will come to class prepared to discuss the materials and to facilitate the educational process.
* We will be available to answer questions you have about course materials during class times, office hours, or independently scheduled meetings. Email correspondence should be directed to the course GTA. (You are welcome to copy, or “cc,” me if that is your preference.) 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.
* We will explain class assignments and outline our expectations for graded work.
* We will grade your work consistently, fairly, and in a timely fashion.
* We will treat all students with respect.
* We will acknowledge and correct our mistakes.

 **Important Dates**

Monday, January 6: Classes begin

Monday, January 20: *Martin Luther King, Jr. Day* (university closed)

Friday, January 17: Last day to add/drop a course with full tuition reimbursement

Friday, February 7: Degree applications due

Monday, February 24: Early assessment period ends

Sunday, March 22: Last day to withdraw from a class *with instructor permission*

Monday-Saturday, March 9-14: *Spring break* (no classes)

Monday, April 20: Classes end

Tuesday, April 21: Study day

Tuesday, April 28: Final exam, 8-10 AM

**Course Schedule**

The course schedule is *tentative* and may be adjusted throughout the semester. The asterisk (\*) denotes assigned reading materials available on Canvas. Exams will cover *all* course materials, including supplementary readings and videos shown in class.

***Date Course topic Assigned materials DUE on day noted***

01/07 Welcome! Introductions & syllabus

01/09 Sociological Imagination Ch 1 (Conley)

**01/14 ~ Sociological Theory Ch 1 QUIZ**

01/16 Sociological Theory \*Should We Generalize about People?

 \*Three Sociological Perspectives

**01/21 ~ Research Methods** Ch 2 (Conley**); Ch 2 QUIZ**

 ***\*\* iClicker must be registered \*\****

01/23 Research Methods \*The Tuskegee Syphilis Experiment

**01/28 ~ Culture & Media** Ch 3 (Conley); **Ch 3 QUIZ**

01/30 Culture & Media \*Lovely Hula Hands

02/04 wiggle room | Exam I Review

02/06 **Exam I**

02/11 Discussion: Exam I, Assessment & Reflection Begin reading Ch 4 (Socialization)

**02/13 ~ Socialization & the Construction of Reality** Ch 4 (Conley); **Ch 4 QUIZ**

02/18 Socialization & the Construction of Reality \*The Egg and the Sperm

**02/20 ~ Social Control & Deviance**  Ch 6 (Conley); **Ch 6 QUIZ**

02/25 Social Control & Deviance \*New Jim Crow

 \*The Mark of a Criminal Record

02/27 Social Control & Deviance *… to be announced.*

**03/03 ~ Stratification**  Ch 7 (Conley); **Ch 7 QUIZ**

03/05 Stratification \*Savage Inequalities

 \*Families Facing Untenable Choices

03/10&12 ***~~~ \*\* ~~~ \*\* ~~~ ☺ Spring break ☺ ~~~ \*\* ~~~ \*\* ~~~***

03/17 wiggle room | Exam II Review

03/19 **Exam II** *\*March 22nd is the withdrawal deadline.*

03/24 **~ Sex, Gender, & Sexuality** Ch 8 (Conley); **Ch 8 QUIZ**

03/26 *NO CLASS \*Amanda and I are attending a conference.*

03/31 Sex, Gender, & Sexuality \*How boys teach each other to be boys

 \*The Case for Raising Feminist Boys

**04/02 ~ Race & Ethnicity** Ch 9 (Conley); **Ch 9 QUIZ**

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

 \*The Average Black Family & Wealth

04/09 Race, gender, & health inequality *To be announced.*

04/14 Social Change | Resisting Oppression \*Visions of a Better Future

04/16 wiggle room | Final Exam Review

04/28 (Tuesday) **FINAL EXAM**, 8-10 AM

***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.