

**Understanding Human Society**

SOC 1010 - 005

Winter 2019

**Instructor**: Abberley Sorg **Class Location**: State Hall #0101

**Email**: abberley.sorg@wayne.edu **Class Day/Time**: MW 2:30 - 3:45pm

**Office Hours:** Office Hours: Tuesdays, 3:00 - 4:00pm, or by appointment, in FAB #2262.

**COURSE OVERVIEW**

This course is designed to introduce you to the discipline of Sociology, the study of human society and social behavior. Sociology provides us with a unique means of understanding the ways in which human society is structured and how different individuals and groups experience the world. The primary goal of this course is to help you to develop a “sociological imagination,” or an ability to see the impact of social forces on groups and individuals through the lens of sociological theory and methodology. Over the course of the semester, we will learn about and discuss how sociology approaches issues like socialization, social inequality, race and ethnicity, gender and sexuality, the structure of the family, and globalization.

**STUDENT LEARNING OUTCOMES**

By the conclusion of this course, you will be able to:

* Describe the discipline of sociology and its role in contributing to our understanding of society and our roles within it.
* Demonstrate an understanding of how sociology differs from and is similar to other social sciences.
* Describe how sociology contributes to a liberal arts understanding of social reality.
* Understand major sociological perspectives and analyze social interactions, structures and inequalities by applying these perspectives to “the real world,” including current events.
* Apply your own sociological imagination to understanding our society and your role within it.
* Cultivate abstract and critical thinking skills.
* Engage in intellectual discussions with your peers.

**COURSE MATERIALS**

Textbook: *Introduction to Sociology 2e.*

This course utilizes an open source textbook, published by OpenStax, which is available to students at no cost. OpenStax, a non-profit organization owned and managed by educators, develops peer-reviewed textbooks and other educational materials. This textbook is the collaborative work of numerous sociology professors, editors, and reviewers, who believe accurate, up-to-date and engaging textbooks should be accessible to all students.

*The book is available at the following link:* [*www.openstax.org/details/books/introduction-sociology-2e*](http://www.openstax.org/details/books/introduction-sociology-2e) *.*

Additional course materials will be available on canvas.

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| **Assignment** | **Percentage of Total Grade** |
| Quizzes (10) | 20% (2% each) |
| Exam #1 | 25% |
| Exam #2 | 25% |
| Exam #3 | 30% |
| Total | 100% |

**QUIZZES**

You must complete 10 online Chapter Quizzes. They will available on Canvas under the “Quizzes” tab, and are *open book* and *open notes.* Quizzes are due by 2:00pm on Wednesdays *before* class, and cover the readings that we will be discussing that day, as well as those covered in the previous class session. The quizzes are designed to encourage you to familiarize yourself with course materials *before* we discuss them in class. Each Quiz has 10 multiple choice questions. Due dates are in **boldface** type on the course schedule. NOTE that due dates may change if the course schedule is adjusted. **You MUST complete the quizzes on your own, and MAY NOT work with other students.**

**EXAMS**

Three online exams will be given in this course. They will available on Canvas under the “EXAMS” tab, and are *open book and open notes.* Exams #1 and #2 focus on the specific chapters covered immediately prior to the exam, and will each have 50 multiple choice questions. Exam #1, which is worth 25% of your total grade, will cover chapters 1 - 5. Exam #2, which is worth 25% of your total grade, will cover chapters 6 - 12. The Final Exam is cumulative, meaning that it will cover chapters 14 - 21, as well as the material covered in Exam #1 and Exam #2. The Final Exam is worth 30% of your total grade, and will be comprised of 60 multiple choice questions. Exams will be available for 24 hours, and are due by 11:59pm of the date on which they are scheduled. **You MUST complete the exams on your own, and MAY NOT work with other students.**

**COURSE EXPECTATIONS**

In addition to academic tasks, you are expected to conduct yourself respectfully and responsibly while you are in this class. This means showing others the same respect that you would wish to receive in you were in their shoes. Show other students the consideration of listening while they speak, and do not interrupt or seek to speak over them. We will be discussing difficult topics in this class, and you are entitled to your own opinions on these issues but not to your own facts; the point of these discussions is to explore social issues from sociological point of view. The use of insults, demeaning language or slurs will *not* be tolerated.

You should check the gradebook on canvas frequently to assure that your grades have been posted accurately. Additionally, check your email before class to find if the university has been closed due to weather or other emergencies. I reserve the right to make adjustments to the syllabus; if I do so, you will be informed of these changes in class or via email.

If you have any questions, comments or concerns about the course, please feel free to communicate them to me in person or via email. I will always seek to reply to your emails within 48 hours; you don’t hear back from me by then, assume the email server ate your message and please send it again.

**DISABILITY ACCOMMODATIONS**

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 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. 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/ . Once you have documentation from SDS, contact me during office hours or via email and to put your accommodations into place.

**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.” If this is a concern for you, please get into contact with me and we will set up an alternate date for you to complete your assignment.

**ACADEMIC DISHONESTY**

Please review the student Code of Conduct, which is can be found here: <http://www.doso.wayne.edu/student-conduct-services.html> . You are expected to adhere to the Student Code of Conduct. Cheating other other forms of unethical academic behavior will have an extremely negative impact on your final grade, as it will result in a zero on the assignment in question; a second violation will earn you an F in the course. Furthermore, I am required to report all instances of suspected academic dishonesty to university administrators, and repeated incidents of academic dishonesty may result in your expulsion from Wayne State.

**GRADE SCALE**

Your final grade will be calculated occuring to the following scale:

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| **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 or lower |

**COURSE SCHEDULE - note that the schedule and readings may be subject to change.**

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| **Date** | **Topic** | **Readings (due on day noted)** |
| **01/07** | Syllabus and Introductions  *What is Sociology?* | None. |
| **01/09** | *The History of Sociology and Theoretical Perspectives* | 1.) Chapter One, pages 1 - 29.  2.) Excerpt from The Sociological Imagination, By C. Wright Mills (“The Promise”) (PDF on canvas).  **Quiz #1 on Chapter One + Supplemental Readings Due *Before* Class.** |
| **01/14** | *Sociological Research* | 1.) Chapter Two, pages 30 - 50.  2.) “‘You’ve Got Bad Blood:’ The Horror of the Tuskegee Syphilis Experiment, by DeNeen L. Brown. |
| **01/16** | *Culture* | 1.) Chapter Three, pages 51 - 74.  2.) “Native American Imagery is All Around Us, While the People are Often Forgotten,” by Mark Trahant.  **Quiz #2 on Chapters Two and Three + Supplemental Readings Due *Before* Class.** |
| **01/21** | *Holiday - MLK Day, university closed, no class.* | None. |
| **01/23** | *Society and Social Interactions* | 1.) Chapter Four, pages 75 - 92.  2.) "Anybody’s Son Will Do,” by Gwynne Dyer. (PDF on canvas).  **Quiz #3 on Chapter Four + Supplemental Readings Due Before Class.** |
| **01/28** | *Socialization* | 1.) Chapter Five, pages 93 - 114.  2.) “Same-Sex Parent Socialization: Understanding Gay and Lesbian Parenting Practices as Cultural Socialization,” by Marykate Oakleya, Rachel H. Farrb, and David G. Scherera. (PDF on canvas). |
| **01/30** | Review for Exam #1 | None.  (No Quiz this week). |
| **02/04** | **Exam #1** | None. |
| **02/06** | *Groups and Organizations* | 1.) Chapter Six, pages 115 - 134.  2.) “Preschoolers’ Credulity Toward Misinformation from Ingroup versus Outgroup Speakers, by Kyla P.McDonald and Lili Ma. (PDF on canvas).  **Quiz #4 on Chapters Five and Six + Supplemental Readings Due Before Class.** |
| **02/11** | *Deviance, Crime and Social Control* | 1.) Chapter Seven, pages 135 - 154. 2.) Excerpt from “The New Jim Crow,” by Michelle Alexander. (PDF on canvas). |
| **02/13** | *Media and Technology* | 1.) Chapter Eight, pages 155 - 182.  2.) “How Central are Female Characters to a Movie?” by Amy Blumenthal.  **Quiz #5 on Chapters Seven and Eight + Supplemental Readings Due Before Class.** |
| **02/18** | *Social Stratification in the United States* | 1.) Chapter Nine, pages 183 - 204.  2.) "Inequality by Design," by Claude Fischer. (PDF on canvas). |
| **02/20** | *Global Inequality* | 1.) Chapter Ten, pages 205 - 224.  2.) “Global Inequality may be Much Worse Than We Think,” by Jason Hickel.  **Quiz #6 on Chapters Nine and Ten + Supplemental Readings Due Before Class.** |
| **02/25** | *Race and Ethnicity* | 1.) Chapter Eleven, pages 225 - 250.  2.) “The Racial Wealth Gap: How African-Americans have been Shortchanged Out of the Materials to Build Wealth,” by Janelle Jones.  3.) “Exploring the Impact of Educational Television and Parent–Child Discussions on Children’s Racial Attitudes” by Brigitte Vittrup and George W. Holden. (PDF on canvas). |
| **02/27** | *Gender and Sexuality* | 1.) Chapter Twelve, pages 251 - 272.  2.) “No Way Out of the Binary: A Critical History of the Scientific Production of Sex” by Veronica Sanz. (PDF on canvas).  **Quiz #7 on Chapters Eleven and Twelve + Supplemental Readings Due Before Class.** |
| **03/04** | Review for Exam #2 | None. |
| **03/06** | **Exam #2** | None. |
| **03/11** | Spring Break - University closed, no class. | None. |
| **03/13** | Spring Break - University closed, no class. | None. |
| **03/18** | *Marriage and Family* | 1.) Chapter Fourteen, pages 302 - 332.  2.) “There Is No Longer Any Such Thing as a Typical Family” by Belinda Luscombe. |
| **03/20** | *Religion* | 1.) Chapter Fifteen, pages 333 - 352.  2.) “When Americans Say They Believe in God, What Do They Mean?” from the Pew Research Center.  **Quiz #8 on Chapters Fourteen and Fifteen + Supplemental Readings Due Before Class.** |
| **03/25** | *Education* | 1.) Chapter Sixteen, pages 353 - 375.  2.) “The Color of Reform: Race, Education Reform, and Charter Schools in Post-Katrina New Orleans, by Adrienne D. Dixsol, Kristen L. Buras, and Elizabeth K. Jeffers. (PDF on canvas). |
| **03/27** | *Government and Politics* | 1.) Chapter Seventeen, pages 376 - 394.  2.) TBA.  **Quiz #9 on Chapters Sixteen and Seventeen + Supplemental Readings Due Before Class.** |
| **04/01** | *Work and the Economy* | 1.) Chapter Eighteen, pages 395 - 422.  2.) “57 Million U.S. Workers Are Part Of The Gig Economy,” by TJ McCue. |
| **04/03** | *Health and Medicine* | 1.) Chapter Nineteen, pages 423 - 448.  2.) "Today I Had an Eye Appointment, and I'm Still Blind": Crip Humor, Storytelling, and Narrative Positioning of the Disabled Self,” by Teresa Milbrodt.  **Quiz #10 on Chapters Eighteen and Nineteen + Supplemental Readings Due Before Class.** |
| **04/08** | *Population, Urbanization, and the Environment* | 1.) Chapter Twenty, pages 449 - 474. 2.) “Lead-Laced Water In Flint: A Step-By-Step Look At The Makings Of A Crisis,” by Merit Kennedy.  (No quiz this week). |
| **04/10** | *Social Movements and Social Change* | 1.) Chapter Twenty-One, pages 475 - 497.  2.) “Why are Unions in the U.S. so Weak?” by Robert Gebelhoff. |
| **04/15** | *Social Movements and Social Change*  *(Continued)* | 1.) “A Year Inside the Black Lives Matter Movement.”  2.) “History of Lesbian, Gay, Bisexual and Transgender Social Movements” by Bonnie J. Morris.  3.) “Student Activism 2.0: A Look Back at the History of Student Activism and Whether Today’s Protesters are Making a Difference,” by Zachary Jason.  (No quiz this week). |
| **04/17** | Final Exam Review | None. |
| **04/22** | Make-up Day/Wiggle Room | None. |
| **04/24** | **FINAL EXAM** | None. |