



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

Course Prefix, Number and Title: SOC 101 Introduction to Sociology

Course CRN # and Section: 20321 (02)

Semester Taught: Spring 2019

Credit Hours: 3

Prerequisites: None

Course Time: TR 1230-145

Building and Room Number: Admin 310

Professor: Courtney B. Ross

Office Location: Admin 117

**Office Hours: HEC W 11-1 and
Athens TR 11-12, 3:30-4:30, and by
appointment**

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**College/Department Website:
www.concord.edu/sws**

Contact Details:

Email is the best way to contact me – I will respond within 24 hours through the week. I can be reached by phone during office hours or you may leave a message. If you do *only* leave a voice message, please note that I am off campus usually two days a week so response time will vary.

Course Description/Rationale:

Sociology is a systematically developed consciousness of society and social relations” (Dorothy E. Smith) including social stability, social conflict, and social change. By studying Sociology, we learn how social groups, institutions, norms and values, and social identities are created, reproduced, and transformed by people through social interaction. We learn how “social structures” like race, gender, class, and caste enable as well as constrain our lives.

Sociology is related to our everyday experiences and provides us with conceptual, analytical, and theoretical tools (or what is known as the “sociological imagination”) to understand the world around us. We learn how social forces, that we assume are unrelated to us, impact our daily lives. For example, how are our lives affected by a child worker in India or Indonesia? The answer is the shoes or clothes we wear! In other words, we learn about the process of globalization and how it affects each one of us.

Beyond globalization, Sociology is also important in shaping American social thought, policy, and future outcomes in the disciplines of medicine, business, education, economics, etc.

Course Management System: Blackboard

Text requirements:

Conley, Dalton. (2017). *You May Ask Yourself*, 5d ed. Upper Saddle River, NJ: Pearson.

*Additional readings will be provided in class and/or on Blackboard

Concord University Educational Goal(s):

- Effective inter-communication skills and literacy adapted as needed for the demands of various kinds of discourse.
- An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills within and across disciplines; and to apply these skills in problem-solving.
- An ability to discern the reciprocal influences of environments, cultural beliefs and attitudes, and societal institutions and practices.
- Habitual reflection on ethical/moral implications of actions when weighing decisions and evaluating outcomes.
- Respectful attentiveness to differing perspectives and willingness to engage in dialogue across differences in order to seek mutual understanding and equitable conflict resolution.

National Standards: N/A

Specific Learning Outcomes:

- Identify the socio-historical foundation of Sociology and the emergence of various theoretical perspectives within the discipline.
- Distinguish the different methods of conducting sociological research.
- Explain how our social lives are organized and reproduced through the process of socialization.
- Analyze how social institutions like the family, the education system, and the media affect us.
- Examine various forms of structural and cultural inequalities within the United States and at a global level based on race, ethnicity, gender, sexual orientation, class and caste.
- Give examples the different trajectories of social change. In this context, you will understand factors that resist social change (such as power elites), as well as factors that induce social change (such as social movements).
- Develop a more critical, reflective, and nuance understanding of social life.

Course Requirements:

This class explores a range of issues regarding the complex interrelationships of individuals and collectives in countries around the world. The exchange of ideas among all students is an important element of the course, and open discussion is a necessary element of sociological studies. You will have the opportunity to discuss and respond to course materials that include assigned readings and other. Therefore, you must be prepared when you get to class. Read the assignments ahead of time, so you and your classmates can fully analyze content and context of the readings.

Scholarly exchange of ideas requires maturity and open minds. You may encounter issues and concepts in our discussion that you have not explored before. Every student must respect the viewpoints and comments of every other student in this class, even though we differ in our standpoints, opinions and

experiences. Some topics we explore may be uncomfortable and/or unfamiliar. However, if you approach the subjects from an academic viewpoint, you will be able to analyze and evaluate sensitive material in an objective manner.

A Note about the Course Readings:

An ability to read college level material with good comprehension and ability to remember that information are the most important factors affecting how well you do on exams in this class. I advise you to take notes on the material in a separate notebook or in a special section of your notebook.

When you read and study articles and chapters, ask yourself (and answer) these questions:

- What is the author's purpose or goal in writing this article/chapter?
- How did the author get the information used in this article/chapter? What research method, if any, was used?
- How current is this information? Does it appear to be valid/accurate or biased? What evidence or facts support the author's generalizations or conclusions? Do some have little or no supporting evidence?
- What hypothesis, theory, or argument, if any, is the author trying to test, prove, or demonstrate?
- What are the key concepts and variables (if any) used in this article/chapter? How are the variables defined and measured?
- What are the most important and interesting findings or conclusions of the article/chapter?
- How does the material in this article/chapter relate to other things we've studied in this course?

Course Evaluation (525 total points available):

1) Attendance (50 total points or 9.5% of total grade)

Learning is not just reading, although that is a major part of the process. Becoming critical thinkers means engaging in intellectual exchanges.

Attendance – is taken every class meeting. You can miss **FIVE** classes without penalization. Because two-and-a-half weeks of class is more than generous, absences can **NOT** be excused for any reason including official university business.

Perfect attendance will earn you +9 (2%) to your final score in the course. The only excused absences for this is official university business.

2) Critical Reading and Thinking [CRT] (5 x 10 points = 50 total points or 9.5% of total grade)

The purpose of the CRT's is to give you an opportunity to focus intently on the reading material and/or connecting the material to class discussions; to prepare notes for class discussion and/or test-prep; and to compose a permanent record of your thoughts related to the course material. Therefore, it is most appropriate to use first-person ("I") as your subject. There are no minimum or maximum page limits, however, make it your goal to stay within 3 pages.

The grading of the CRT is based on the quality of reflections, with attention to: 1) evidence of close reading and reflection; 2) critical thinking and imagination; 3) the capacity to relate the materials to your own experience of contemporary events; and 4) basic grammar and general mechanics.

Scoring:

For submissions where all questions and parts of the question are addressed:

10 = Proficient, 8 = Satisfactory, 4 = Fair/Needs Major Improvement, 0 = Completely ungradable.

Scores will be adjusted to the above scale for items that are missing from the individual submission.

Critical Reading and Thinking submissions can NOT be made-up or turned in late for any reason, thus the lowest two scores are dropped from the total grade. Each submission is due at the beginning of class. Emailed submissions are NOT accepted. Extenuating circumstances will be taken into consideration.

Technical Suggestions:

Please note that when you write the CRTs for this course and others for that matter, try not to use direct quotes. If you must directly quote, then limit yourself to one-two sentences at a time and 1-2 quotes per page. If you direct quote, thereafter or before, you must ALWAYS explain the quotes in your own words!! Also when directly quoting, be sure to use the correct format. Rather than direct quotes, it is best to paraphrase and/or summarize in your own words. Over quoting will result in asking you to re-do the paper or receive a zero.

Material must be properly referenced/cited in your paper when: 1) someone else is being quoted directly, 2) someone else's ideas or concepts are being used, 3) someone else's examples are being used or referred to, and 4) when someone else's facts or statistics are being used. Failure to reference such material is considered PLAGARISM. Remember, if in doubt, it is always preferable that you reference too much rather than too little.

Formatting:

Delineate which question you are addressing by providing some space between the questions as well as by writing out the question number and/or the exact question.

All papers must be double-spaced, 1" margins on all four sides, Times New Roman 12 point-font or Arial 10 point-font, page numbered, stapled or paper-clipped, and black ink. Printing on front and back of the paper is acceptable. You do NOT need to include a title page. Single-space your name, course section #, and the CRT # in the upper Left Hand corner. Please follow this format verbatim; I take points off for incorrect formatting.

3) Exams (425 total points or 83% of total grade)

There are three non-cumulative exams and one semi-cumulative exam in this class. The questions on the exams are all multiple-choice questions. They may cover any material in book and presented in lectures, class discussions, videos, etc.

Exam #1 (worth: 100 points or 19% of total grade)

Exam #2 (worth: 100 points or 19% of total grade)

Exam #3 (worth: 100 points or 19% of total grade)

Exam #4 (worth: 125 points or 24% of total grade)

Grading Policy and Scale, Make-up Policy, Late Work:**Grading Scale:**

525-470 = A

364-313 = D

469-418 = B

312-0 = F

417-365 = C

Make-up Policy: I give make-up exams grudgingly. If you have a compelling and verifiable reason for missing an exam (hospitalization is compelling; vacation plans, work schedules, and other class requirements are not), you must speak with me about your situation at least one week (seven days) in advance or, in case of true emergencies, you must contact me within one week (seven days) to reschedule. Make-up exams will not be given if failure to adhere to this one-week courtesy policy.

CRTs can NOT be made-up for any reason, therefore the lowest two scores are dropped from the total grade.

Classroom Courtesy: This is an inclusive and safe classroom. Racist, sexist, classist, homophobic, or other negative, pejorative, and/or discriminatory language will not be tolerated and students who insist on such behavior or who disrespect folks in the classroom will be asked to leave the classroom. Certain things that we discuss in class may make you feel uncomfortable, because many of the topics are controversial. I expect and encourage you to disagree with some perspectives. Your disagreement is welcome. But, your argument needs to be supported with reason and evidence. We are concerned with the scholarly, rather than emotional. If you continue to feel uncomfortable with class material and/or discussion and/or have any other problems in the course, please contact me.

A valuable tool for successful learning is listening to other's perspectives and experiences. Following some ground rules, establishes a good learning environment: 1) We will respect others and their ideas, even when we disagree, 2) We will create a safe atmosphere in the classroom, 3) No one will dominate class discussions, 4) No one will discriminate, harass, or intimidate other students, 5) NO CELLPHONES, 6) We will respect the role of the instructor as moderator and facilitator, 7) We will observe common sense courteous behavior in the class, and 8) If you bring food to class do not let it be a distraction.

Computers: Laptops are permitted every class.

Extra Credit: There is NO extra credit of any kind worked into the total class points.

Course Timeline (Schedule of Assignments/Assessments/Presentations)

WEEK 1 & 2: Introductions to the course, the discipline, and the Sociological Imagination

READ:

- Conley – Contents, Preface, Chapter 1
- Blackboard - The Sociological Imagination, by C. Wright Mills.

DUE:

Tuesday, 1/22 = **CRT #1**. Address any THREE questions on pg. 42.

WEEK 3: Research 101

READ:

- Conley - Chapter 2

WEEK 4 & 5: Culture and Media; Sexism in the Media

**We will view the documentary, Miss Representation (2011).

READ:

- Conley – Chapter 3

EXPLORE:

- <http://therepresentationproject.org/film/miss-representation/>

DUE:

Tuesday, 2/5 = **CRT #2**. Address any TWO questions on pg. 114.

WEEK 6: Review, Reflect, and Evaluate

Thursday, 2/21 = **EXAM #1** (on all material thus far).

WEEK 7: Socialization and Construction of Reality

READ:

- Conley - Chapter 4, pgs. 163-165, and pgs. 169-176.

WEEK 8: Social Control and Deviancy

READ:

- Conley - Chapter 6
- Blackboard - Global Comparison of Prisons.

DUE:

Tuesday, 3/5 = **CRT #3**. Address any THREE questions on pg. 234

WEEK 9: Family

READ:

- Conley – Chapter 10
- Blackboard - Sykes, Bryan L. and Becky Pettit. Mass Incarceration and Family Life.

EXPLORE:

- <https://contemporaryfamilies.org/>

DUE:

Tuesday, 3/19 = **CRT #4**. Details will be given in class and made available on Blackboard.

Week 10:

Tuesday, 3/26 = **EXAM 2** (on substantive material from weeks 7-9)

Thursday, 3/28 = **NO CLASS**

WEEK 11: Stratification

READ:

- Conley - Chapter 7

EXPLORE:

- <https://www.inequality.is/fixable>
- <https://povertyusa.org>
- <https://inequality.stanford.edu/>

WEEK 12: Gender Inequality

READ:

- Conley – Chapter 8

EXPLORE:

- <http://www.glsen.org>
- <http://hrc.org>
- <http://glaad.org/about>

DUE:

Tuesday, 4/9 = **CRT #5**. Address any TWO questions on pg. 320.

WEEK 13: Racial Inequality

READ:

- Conley – Chapter 9
- Blackboard – Ten Things You Should Know About Race

EXPLORE:

- <http://www.napalc.org>
- <http://splcenter.org>
- <http://www.narf.org>

DUE:

Tuesday, 4/16 = **CRT #6**. Address any TWO questions on pg. 370.

**Exam #3 (take-home) handed out at the end of class on Thursday, 4/18. On material weeks 11-13.

WEEKS 14-15: The Environment, Social Movements and Social Change

READ:

- Conley - pgs. 674-683 and Chapter 18

DUE:

Tuesday, 4/23 = **EXAM #3** @ the beginning of class

Thursday, 5/2 = **CRT #7**. Details will be given in class and made available on Blackboard.

FINALS WEEK:

EXAM #4 – Thursday, 5/9 @ 11:30a-1:45p. (2/3rd of material is from weeks 14-15 and 1/3rd is cumulative).

Accessibility/Accommodations

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas

or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: <http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."