

Introduction to Sociology
Fall 2022
Mrs. Peden
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Office: 2nd Floor Moran Hall
College Counseling Suite
Class meets: Days 1,3,5,6,8 Block 5A

Course Summary and Goals: While all of us are aware that we live in a society and that we belong to various social groups, we do not usually spend much time pondering how being a member of society and social groups contributes to who we are as individuals. *Sociology asks how society is formed and how society and the individual are linked.* This course provides you with an overview of the discipline of sociology and introduces you to key concepts, main theoretical perspectives, important social issues, and the methods and research findings of sociologists. In this course, you will reflect on the work of sociologists and ***learn how to apply them to your everyday experiences.***

Course Objectives: Learning in this course will occur in a variety of ways: critical reading, analytical writing, active in and out of class participation, quizzes, and exams. In this introductory course, students will:

- Describe the work of sociologists—the concepts, theories, and methods they have developed to study society and the individual.
- Explain and apply the sociological perspective by using sociological concepts such as social interaction, deviance, family, sexism, racism, social class, poverty, global stratification, and social change.
- Define culture, explain its components, and discuss how culture impacts individuals, groups, and social structures.
- Discuss the social structures that form the foundation of our society and other societies and the social forces that influence everyday life and the lives of others.
- List and describe some of the major social problems in recent global history and compare and contrast theories of social change using examples of how individuals and groups have changed social structures.

Required Materials: One book is required for this course. **Be sure to purchase the required editions for this book.** Other required readings will be distributed in class or posted online:

Sociology: A Down-to-Earth Approach 14th Edition, High School Edition ©2020 (HS Binding) with Mastering Sociology with Pearson® eText

Course Requirements and Expectations:

Class attendance and participation- Attendance is both necessary and expected. A significant amount of the information needed to perform well in this course is presented in class in addition to your daily readings. *All students can earn up to one point for per day for participation:* ask a question, contribute to a discussion, lead an activity.

If you miss class, it is your responsibility to obtain the information missed from one of your peers. You also are always welcome to my office during scheduled office hours. You are expected to come to class *prepared to discuss the readings.* Although I will be providing a framework for discussion of the readings, this is an interactive course.

Sociology in Everyday Life Projects- Working in pairs or alone, students will conduct **one** project and write a report that captures their findings and reflects upon the course material. Choose your partner wisely, and both students will receive the same grade for the paper, regardless of how the workload is shared. Papers must be two pages in length, single-spaced, 1-inch margins, 12-point font.

For these projects you will choose an exercise (attached to the syllabus), conduct the exercise, and write a response paper as well as a power point presentation to be shared in class. 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 ten projects, **you only must do ONE**. You must turn the paper in on the respective due date listed in the course calendar at the beginning of class. Assignments are attached to the syllabus. Papers must be turned in at the beginning of class, in person or via Blackbaud on the Assignments link to receive credit.

Papers will be graded based on the following criteria:

Summary of project (up to 4 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 3 points) – what did you learn about the topic in general 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 what we have been discussing in class?

Questions (up to 2 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 1 point) – the memo is proofread with limited spelling, grammar, and usage errors.

Quizzes- There will be five quizzes throughout the semester, each worth 20 points and consisting of multiple choice and true/false questions. Quizzes will focus on material from the *textbook/PowerPoints* and in class materials such as films, discussions, and activities. Make-up quizzes will not be given, unless a compelling reason is provided for missing the quiz, accompanied by a written excuse and pertinent documentation. Quiz dates are listed on the course calendar.

Exams- There will be three exams (non-cumulative) each worth 50 points and consisting of multiple choice (approximately 80%), matching (approximately 10%), and true/false (approximately 10%) questions. The exams will cover material in the texts and material discussed in class (not necessarily in the text).

Grading Procedures

Grades are based on a point-system provided below.

Attendance, Journals, homework		100
Sociology in Everyday Life projects	1 X 100 points =	100
Quizzes	5 X 20 points =	100
Exams	3 X 50 points =	<u>150</u>
Total		450

A NOTE ON HONOR:

I include the following information in my syllabus for the benefit of the student as a gentle reminder of the seriousness of plagiarism, be it intentional or unintentional and the Academic Honesty policies listed in our Strake Jesuit *Community Life* policies. If you are unsure of what constitutes plagiarism, or need a refresher, please read the following article “Plagiarism: What it is and how to recognize and avoid it” at the following site <http://www.indiana.edu/~wts/wts/plagiarism.htm>

Academic Integrity- As a Strake Jesuit “man for others”, you are expected to maintain the highest standards of honesty and integrity. This means that all work submitted in your courses must be your own.

CLASS GROUNDRULES/AGREEMENTS: Act, Talk, Move: ACT

1. Act: Turn off your cell phone before class begins and leave the phone somewhere out of sight for the entire class. I do not want to see your cell phone during class, nor do I want to see you text messaging during class.
2. Talk: If someone shares information in class that is personal, do not talk about it outside of class – remember to keep confidentiality.
3. Talk: If you disagree with someone’s ideas, disagree in a respectful manner. Never use put-downs or name calling or stereotypes. Be non-judgmental, and that includes demonstrating this quality verbally as well as non-verbally.
4. Talk: Know the difference between scholarly opinion and personal opinion!
5. Act: Do not generalize or make assumptions that your perspectives are shared by others or that your perspectives are the “only,” the “best,” or the “right” viewpoints.
6. Talk: One person speaks at a time. Do not interrupt; wait until the person is done.
7. Move: Give the speaker your full attention and show that you are doing so which includes your body language and eye contact.
8. Act: Digital recording in this class (photos, video, audio) is strictly prohibited.
9. All assignments are expected to be completed and handed in on time. Any assignment not handed in by the due date will receive a reduction of 35% in the grade if one day late, and 50% deduction for the second day. No assignment will be accepted that is more than two letter days late.
10. Digital submitted work has to be legible and in a common file format.
11. In the case of an absence, students must make up missed tests and quizzes within three days of returning.

Course Calendar

T=Textbook

Course Calendar subject to changes and all grades posted Blackbaud are not final until the end of the quarter.

Date	Topic	Reading Due	In-Class Activity	Due
Aug. 11	Course Introduction	Class syllabus	Getting to know you!	
Aug. 15	The Sociological Perspective	T: Chapter 1	Discussion-the sociological imagination	August 17
Aug. 17	Sociological theories and perspectives	T: Chapter 1	Discussion-applying social theories to social issues	August 18
Aug. 18	Social research	T: Chapter 5	Discussion-Researching the Klan	August 22
Aug. 23	Culture	T: Chapter 2	Discussion-American Values	August 25
Aug. 25	HOT TOPICS	New York Times, Wash Post	Discussion: Soc in news	Journal Entry 1
Aug. 29	Culture/Socialization	T: Chapter 2-3	Film: <i>Preschool in Three Cultures</i>	
Aug. 30	Culture/Socialization	T: Chapter 2-3	Film: <i>Preschool in Three Cultures</i>	Sept. 1
Sept. 1	Socialization	T: Chapter 3	Discussion-Barbie, Ken and GI Joe, toys	Journal Entry 2
Sept. 7	Social structure	T. Chapter 4 Chapters 1 – 3, 5 review	Discussion-Using sport to understand social structure	Study!
Sept. 8	Social structure & interaction	T: Chapter 4	Discussion-Dramaturgy in everyday life	Quiz #1 in-class activities and chapters 1-3, 5; Journal prompts
Sept. 12	Social interaction	T: Chapter 4	Discussion-Without Sanctuary	Sept. 14
Sept. 14	Social groups	T: Chapter 6	Discussion-The power of groups	Sept. 15
Sept. 15	Social networks	T: Chapter 6	Discussion-6 Degrees of Separation	Sept. 19
Sept. 19	Formal organizations	T: Chapter 7 Review for exam: Ch. 1-5	Discussion-McDonaldization of Society	Sept. 20 Review
Sept. 20	EXAM #1	Exam covers 1-5		EXAM #1 Sept. 20 in class

Sept. 22	Deviance and social control	T: Chapter 8	Discussion-theories of deviance	Select hot topic; prepare to discuss
Sept. 26	HOT TOPICS	NYT, WP	Discussion: Soc in news	Review for quiz
Sept. 27	Deviance and social control	T: Chapter 8	Film: <i>What I Want My Words to Do to You</i>	Quiz #2 on in-class activities and readings, 9/27
Sept. 29	Deviance and social control	T: Chapter 8	Film: <i>What I Want My Words to Do to You & discussion</i>	Sept. 30
Oct. 4	Global stratification	T: Chapter 9	Film: <i>Sweatshop Warriors</i> by Charles Kernaghan	Oct. 6
Oct. 6	Global stratification	T: Chapter 9	Discussion-Multinational Corporations	Oct. 7
Oct. 7	Global stratification	T: Chapter 9	Discussion-	Journal Entry 3
Oct. 13	Politics	T: Chapter 15	Discussion-Do you vote?	Oct. 14
Oct. 14	Politics	T: Chapter 15	Film: <i>Fahrenheit 911</i> by Michael Moore	Oct. 18
Oct. 18	Economy	T: Chapter 14 & exam review	Film: <i>Fahrenheit 911</i> by Michael Moore	Study for exam 2!
Oct. 20	EXAM #2	Chapters 8,9,15,	Exam in-class	EXAM #2: 8 Ehrenreich handout
	HOT TOPICS	NYT, WP	Discussion: Soc in news	
Oct. 21	Social class in the US	T: Chapter 10 Reading: Ehrenreich excerpt	Discuss “Nickel and Dimed” reading	Quiz #3 on in-class activities and reading
Oct. 25	Social class in the US	T: Chapter 10 Reading: Ehrenreich excerpt	Activity-Social Class Values Discussion-Forms of Capital	Oct. 26
Oct. 26	Religion	T: Chapter 18		Oct. 28
Oct. 28	Aging and the Elderly	T: Chapter 13	Activity: Interview elderly relative	Interview due 11/1
Nov. 1	Education	T: Chapter 17	Discussion-Class, race, and tracking in Education	Nov. 2nd
Nov. 2	Racial inequality	T: Chapter 12	Activity-In-class research – housing disparities	Nov. 4
Nov. 4	Racial inequality	T: Chapter 12	Discussion-Racism in the US	Nov. 8

Nov. 8	Immigration and urbanization	T: Chapter 20	Urbanization in the US	Quiz #4 on in-class activities and readings/discussions
Nov. 9	HOT TOPICS	NYT, WP	Discussion: Soc in the news	Journal Entry 4
Nov. 11	Immigration and urbanization	T: Chapter 20	Film clip-The CATS on Immigration Discussion-the immigration debate	Nov. 11
Nov. 11	Gender	T: Chapter 11	Discussion-gender inequality in social institutions	Choose a profession; compare salaries
Nov. 15	Gender inequalities	T: Chapter 11	Film- <i>Killing Us Softly 4</i> by Jean Kilbourne	Nov. 16
Nov. 16	Marriage and family	T: Chapter 16	Discussion-changing family forms	Quiz #5 on in-class activities and film clips
Nov. 18	Marriage and family	T: Chapter 16	Discussion-Social forces vs. love	Project selection and abstract due
Nov. 28	Making social change	T: Chapter 21	Local organizations Discussion-Get involved	Projects due/papers due
Nov. 30	HOT TOPICS	NYT, WP	Discussion: Soc in the news	Presentations
Dec. 2	Summary: What have we learned?	Free writing: Brain dump what you remember from Introduction to Sociology	In class free writing	Presentations
Dec. 5	Make-up day	Submit any missing assignments; review, catch-up	TBD	STUDY!
Dec. 7	Exam 3: Part 1	Short answer questions		Exam 3 – Short answer
Dec. 8	Exam 3 : Part 2	Multiple choice, matching, T/F		Exam 3 – Multiple choice, matching, T/F

Sociology in Everyday Life Projects
Credit to: *Principles of Sociology, Dr. Melissa Swauger*

Working in pairs, students will conduct three projects and write a report that captures their findings and reflections related to course material. Choose your partner wisely, both students will receive the same grade for the paper, regardless how the workload is shared. Papers must be two pages in length, single-spaced, 1-inch margins, 12-point font. You will also submit a power point presentation to share with the class. For these projects you will choose an activity (listed 1-10 below) conduct the activity and write a response. While there are options to complete ten projects, **you only do one**.

Papers must be turned in at the beginning of class, in person, to receive credit. Work that is due during a class that you miss for an “unexcused” absence must be submitted before the class you miss for it to be graded. If for some reason you prepare the wrong assignment for class and do not have the required assignment completed, please note that I will NOT give you an extension to complete the required assignment. The same policy applies if you forgot to bring the assignment with you to class on the date due; please note that extensions beyond the date due will not be granted.

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.

Summary of project (up to 4 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 3 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 2 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 1 point) – the memo is proofread with limited spelling, grammar, and usage errors.

Sociology in Everyday Life Projects (Choose Three Exercises)

1. 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.
2. 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 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.
3. 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.**
 4. 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.**
 5. Using the internet, find 3 anti-sweatshop websites to research labor practices occurring in the garment industry. First, list the three websites in your paper. Throughout the remainder of the paper discuss how the sites define/describe sweatshops, report some of the statistical information they include, describe employment in the industry, including wages and working conditions, name some of the companies participating, and discuss whether or not this research will impact what you buy? Why or why not?
 6. 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.**
 7. 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!**
 8. 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.**
 9. 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 others. Have their expectations been met? Present and discuss the results of your interview.
 10. 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. Discuss how the media does/does not portray what we discussed in class as the "normative" family. **Attach your notes to your paper.**