

**SOCIOLOGY 101:
PRINCIPLES OF SOCIOLOGY
COURSE SYLLABUS
FALL 2007**

Course Information:

Meeting Time and Place:

<u>Section</u>	<u>Days</u>	<u>Time</u>	<u>Place</u>
2	Tuesdays and Thursdays	9:25–10:40 am	231 Kethley Hall

Instructor:

Professor: Dr. Alan Barton

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Office Hours:

During Fall Semester, 2007, the professor holds regular office hours at the following times:

Tue.: 11:00 am – 12:00 noon; 2:00 – 6:00 pm

Thu.: 9:00 am – 12:00 noon; 4:00 – 6:00 pm

If you cannot make one of these times, contact the professor to set up an appointment.

Course Web Page:

You can find the most up-to-date information pertaining to the course and the official syllabus on the course web page. Check the web page periodically for changes, announcements, and information about the course. The web page is located at:

http://ntweb.deltastate.edu/vp_academic/abarton/SOC101FA06/SOC101Syllabus.html

Course Materials:

Reading and writing are important elements in this course, as they are in the discipline of sociology. The following materials are REQUIRED.

Course Text:

John J. Macionis, 2007, *Society: The Basics* (Custom DSU Edition), Pearson/Prentice Hall, Upper Saddle River, NJ. ISBN: 0-536-43471-9.

Course Reader:

Lisa J. McIntyre, 2006, *The Practical Skeptic: Readings in Sociology* (Third Edition), McGraw Hill Higher Education, Boston, MA. ISBN: 0-07-288530-0.

The text and reader are available at the campus bookstore. You should purchase the text and reader, or otherwise make arrangements to access the course reading assignments.

→ See the course website for tips on how to study the course readings.

Course Overview:

This course introduces you to concepts in the discipline of sociology. We will primarily study **how** and **why** humans organize themselves into large and small groups, focusing on how sociologists study group behavior. The course covers the general rubrics of **social structure**, **social action**, and **social change**, presenting theories that sociologists use to understand these dimensions of social life, and empirical research upon which these understandings are based. We will use many practical examples from a variety of settings to understand **inequality** in social organizations. You will have many opportunities to read about, write about, and discuss these topics over the course of the semester. Please read the assigned readings **before** the class meeting for which the chapter is assigned, and come to class prepared to discuss the material in the readings.

Course Organization and Approach:

Sociology 101 uses a **participatory, learner-centered, adult education** approach. This approach recognizes that **YOU are responsible** for your own learning. The instructor can only provide **opportunities** to learn, but cannot force you to learn. Course material is presented in **substantive readings** from the text; **topical readings** from the course

Learning is least useful when it is private and hidden; it most powerful when it becomes public and communal. Learning flourishes when we take what we think we know and offer it as community property among fellow learners so that it can be tested, examined, challenged, and improved before we internalize it.

~Lee Shulman

reader; **lecture**; and class **discussions**. You are expected to work hard in this course; for every hour of class time, you should spend at least **two to three hours** outside of class preparing by doing readings, assignments, studying for exams, and thinking about the course material.

*You are expected to take **responsibility** for the success of the course, that is, you should take an active interest not just in the course material, but in the course itself, making it a success for all participants. Factors such as **interest, motivation, creativity, and initiative** are important elements in evaluating your performance in the course and assigning a grade.*

Course Objectives:

After you successfully complete this course, you will be able to:

- (1) Identify and explain three **sociological paradigms**, and apply them to understand particular social issues and problems;
- (2) Define important **sociological concepts**, explain important **sociological theories**, and describe **sociological research methods**;
- (3) Explain how sociology has **developed** and **changed** through history;
- (4) Explain the connections between **social structure, social action, and social change**;
- (5) Identify 5 important **social institutions**, and explain the relationship between institutions and individuals;
- (6) Describe how **current issues** are shaped by **social conditions** and **social structure**.

These objectives contribute to the overall course goals:

- (1) Developing **critical thinking skills**. The discussions, readings, writing assignments and quizzes are designed to encourage you to develop and use higher order thinking skills, including analytical, synthetic, comparative and applied thinking.
- (2) Understanding the **social structures and processes** that condition our lives. A basic goal of all sociology courses is to help you understand the nature and workings of these social structures, and how they open opportunities and impose constraints on individuals operating within these structures. Sociologist C. Wright Mills called this using your "**sociological imagination**;" activities in this course are designed to encourage you to use *your* sociological imagination.

→ *See the course website for more information on critical thinking and the sociological imagination.*

Concepts and Questions:

Important sociological concepts introduced in this course include:

Social structure	Relationships	Social stratification
Roles	Culture	Social class
Statuses	Values	Legitimate authority
Social institutions	Norms	Race and ethnicity
Human agency	Symbols	Gender
Social control	Social research	Socialization
Deviance	Social paradigms	Social change

Important questions addressed in this course include:

What are the terms of the discipline of sociology? What interests sociologists and how do they study society?

What is the nature of society? Why does society exist, and how does society operate?

Why do people accept their social conditions? To what extent can people change their conditions?

What factors account for differences between people? Under what conditions can people overcome their differences, and when do differences take on exaggerated importance?

Course Policies:

Responsibility:

YOU are responsible for learning the course material and for your progress in the course. You are expected to **attend class regularly** and **complete all of the assignments**. You are expected to know **all** material presented during class sessions, whether you attended the class or not. If you miss a class session, you should check with another student to see what you missed. "I didn't know" is **NEVER** a valid excuse. If you don't know something, it is your job to find out.

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16.9% of Mississippians have a college degree. For the U.S., the figure is 24.4% (Source: U.S. Census, 2000).

When you finish your degree, you will join an elite group. What is *your* strategy for finishing your degree?

"From everyone who has been given much, much will be demanded; and from the one who has been entrusted with much, much more will be asked." Luke 12:48

Will *you* be ready to live up to the responsibilities of a college graduate?

***Learning Opportunities:***

Assigned work is designed to provide you with learning opportunities, and you are responsible for completing all of the assignments in this course in a timely fashion. All work is due at the time specified; **no late assignments will be accepted**, and missed assignments generally cannot be made up. If you miss class or an assignment, you are making a choice that prioritizes other activities above the class, and you will receive a grade of zero for any assignment that you fail to turn in.

**ALL** work that you submit (except in-class work) should be **typed/word processed**. If you submit a paper with more than one sheet, please attach all sheets with a staple or paper clip **BEFORE** you bring the assignments to class to turn in. The instructor will **NOT ACCEPT** work that is handwritten or that has multiple pages that are not attached with a staple or paper clip.

***Absences:***

You are expected to attend all class sessions and activities. Please make sure that you **sign the roll sheet** at each class meeting, as this will serve as official documentation of your attendance. If you miss class, you must document your absence, or points will be deducted from your grade (See the information on grading attendance on the course website). Please notify the instructor **IN ADVANCE** if you must miss class. It is in your interest to provide the instructor with **written** notification (e.g. a note or e-mail) to document any missed classes. It is risky simply to tell the instructor and expect him to remember.

***Illnesses and Emergencies:*** Illnesses and emergencies **MUST** be documented with a note from a doctor or other professional. You should bring the note to the next class meeting and submit it to the instructor. Illnesses and emergencies pertain **only** to the student, not to the student's family, friends or others.

***University Activities:*** If you must miss class for an official university activity, you should make arrangements with the instructor **BEFORE** the missed class. Appropriate documentation is required.

***Making Up Missed Work:*** If you miss an exam or other assignment due to a documented illness, emergency or other university activity, a make up will be given at the end of the semester. The make-up exam may use a different format, such as an oral exam with the instructor or an essay exam.

You are responsible for all material presented in all classes, even during an excused absence. You should get class notes from another student for all class sessions you miss.

***Class Participation:***

**Class participation** is an important element in this course. The purpose of class discussions is to provide you with an opportunity to practice thinking skills in a safe environment. In discussions, you are encouraged to explore ideas presented in the readings and lectures, to think about and apply concepts, and to develop arguments and evaluate evidence.

If you repeatedly engage in **disruptive behaviors** during class discussions, you will be asked to leave the classroom.

- You must demonstrate **appropriate respect** for the opinions and ideas of other students during class discussions. It is acceptable (and encouraged) to disagree with the perspectives of other students or the instructor, but you should phrase this to show disagreement with the **idea or opinion**, not with the person presenting the idea or opinion. If you repeatedly show disrespect for other class members, you will be asked to leave the classroom.
- Class discussions are **NOT** a time to chat with other students about topics not related to the course. Talking privately with other students while the rest of the class is trying to carry on a discussion is disruptive, bothersome, and disrespectful to other students and to the professor. If you repeatedly speak when you do not have the floor, you will be asked to leave the classroom.
- Class is **NOT** a time to catch up on your sleep. If you are not prepared to stay awake and participate in class discussions and other activities, you should not come to class. If you continually fall asleep during class activities, you will be asked to leave the classroom.

If you are asked to leave the classroom for disruptive or disrespectful behavior, you **cannot** make up any work that you miss as a result.

***Electronic Devices (Cell Phones, Pagers, etc.):***

Please make sure that all cell phones, pagers, and similar electronic devices are **turned off** during class time. If your phone or pager repeatedly interrupts class, you will be asked to leave the classroom.

**DO NOT** bring cell phones or other portable communication devices to class during exams or in-class assignments. If the instructor sees a cell phone or other device during an exam or in-class assignment, you will receive a grade of zero on the exam or assignment, and you will be asked to leave the classroom.

If you must have a cell phone or pager (e.g. if you are a volunteer fireman or emergency responder), you **MUST** make arrangements with the instructor in advance.

***Academic Honesty:***

You are expected to **comply with all academic standards and ethics** as defined in the DSU Bulletin and Handbook. You are expected to do your **own work** in this course. Plagiarism, fraud and other forms of cheating will **NOT** be tolerated.

You should be fully aware of the **Course Policy on Plagiarism and Cheating**. If you are suspected of cheating in this course, your case will be assigned to the Division of Social Sciences Academic Honesty and Ethics Committee. The minimum sanction for a first offense will be a 10 point deduction or a zero on the assignment, whichever is greater. Repeat offenses will result in stiffer sanctions, including dismissal from the course with a grade of "F." In addition, a report will be filed with the Chair of the Division of Social Sciences, the Dean of the College of Arts and Sciences, and DSU's Vice President for Academic Affairs.

**IT IS YOUR RESPONSIBILITY TO UNDERSTAND THESE GUIDELINES.** Make sure you know what constitutes plagiarism and cheating **BEFORE** turning in any assignments. Once you turn in an assignment, you are representing it as your own work. If you are suspected of committing plagiarism, pleas of "I didn't know what plagiarism was" will not be accepted.

If you are not sure what constitutes plagiarism, see the DSU Library's "**Plagiarism Prevention: A Guide for Students**." The **Course Policy on Plagiarism and Cheating** also outlines examples of plagiarism. If it is still unclear, see the instructor.

The DSU Library's "Plagiarism Prevention: A Guide for Students" can be viewed at:  
<http://library.deltastate.edu/libguides/plagiarismstudents.pdf>

The Course Policy on Plagiarism and Cheating can be viewed at:  
[http://ntweb.deltastate.edu/vp\\_academic/abarton/SOC101FA05/PlagiarismPolicy.htm](http://ntweb.deltastate.edu/vp_academic/abarton/SOC101FA05/PlagiarismPolicy.htm)

***Special Accommodations:***

Appropriate accommodations will be made for students with medical problems or diagnosed disabilities. Have Dr. Richard Houston at Reily Health Center (846-4690) contact the course instructor to make arrangements.

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An international study of 13-year-olds ... found that Koreans ranked first in mathematics and Americans last. When asked if they thought they were "good at mathematics," only 23 percent of the Korean youngsters said "yes" – compared to 68 percent of American 13-year-olds. The American educational dogma that students should "feel good about themselves" was a success in its own terms – though not in any other terms.

~Thomas Sowell (quoted in J.M. Henslin, 2004)

Learning Opportunities:

The following exercises are assigned to assist you in learning the principles of sociology:

(1) Attendance (10 points)

- You are expected to attend all class sessions. Please arrive on time.
- If you miss class frequently, or show up late to class, this suggests a lack of interest in the course material, and this will be reflected in your final grade.
- Make sure you sign the attendance sheet at each class session.
- See the course policy on absences (above).

See the course website for information on how attendance is graded.

(2) Critical Engagement (15 points)

- You are expected to engage actively in all class discussions and classroom activities, and ask questions about the readings, lectures, and other substantive course material. If you do not ask any questions over the course of the semester, you can expect a score of zero on this element.
- Please **do not** come to class meetings unprepared (i.e. not having done—and thought about—the assigned readings).
- See the course policy on class participation (above) for more information.

See the course website for tips on taking notes and getting the most out of class sessions.

(3) Discussion Questions on Readings (25 points)

- The articles you read in the course reader will be used as the basis for class discussions
- Bring 3 discussion questions to class pertaining to each article. The best discussion questions ask about how the readings illustrate concepts from the text. Make sure the questions ask for an explanation, not a yes/no response.
- Your questions should be typed, and submitted to the instructor at the end of the class session. If you do not attend the session, submit your questions to the instructor before class, either by e-mail, by leaving a copy in the instructor's mailbox, or by sending them with another student.
- During the class session, you will be organized into discussion groups. You will meet with this group and discuss your questions. You then will select the two discussion questions that best represent the reading.
- Once all groups have discussed and selected their discussion questions, you will ask one of your questions of the class, to stimulate a class discussion on the reading. There are a total of 24 readings; each set of questions is worth 1 point. One additional point will be awarded for turning in all 24 sets of questions in a timely fashion.

(4) **Midterm Exam** (25 points)

- There will be a midterm exam on October 2.
- The midterm exam will consist of 50 questions. The format of the questions will be multiple choice, true/false, and matching terms. See the link on the course website for examples of the types of questions on the midterm.
- Each correct response is worth $\frac{1}{2}$ point.
- Bring a Scantron form no. 882-E and a No. 2 pencil to the midterm exam.
- The exam tests your ability to absorb, synthesize and apply course material presented in the readings, discussions and lectures.
- The midterm exam covers all course material presented since the beginning of the course, including readings, lectures, discussions and other activities.

See the course website for suggestions on studying for the midterm and for sample questions.

(5) **Final Exam** (25 points)

- The final exam will be given during the regularly scheduled time (see the Course Outline below). Graduating seniors will be given an alternate exam at an arranged time.
- The final exam will consist of 50 questions. The format of the questions will be multiple choice, true/false, and matching terms.
- Each correct response is worth $\frac{1}{2}$ point.
- Bring a Scantron form no. 882-E and a No. 2 pencil to the final exam.
- The final exam covers material presented since the midterm exam, including readings, lectures, discussions and other activities.

(6) **Course Engagement** (+/-10 points)

- A total of 10 points may be added or subtracted from your final grade to reflect the degree of engagement in the course that you exhibit.
- Engaged students demonstrate qualities such as motivation, extra effort, interest in the course material, leadership, improvement over the course of the semester, and a professional approach to their studies.
- Lack of engagement is manifested by frequent absences, talking with others or dozing off in class, lack of interest in the course material, lack of preparation, and infrequent participation in course activities.

See the course web site for tips on developing good study habits, which will increase your engagement in the course.

Grading:

Your grade in this course is based upon your **performance** in the course. That is, your grade will reflect what you do.

Computing Your Grade:

Your **final grade** in the course will be calculated as follows:

- There are a total of 100 points available for the semester. Your final score is simply the sum of all points earned over the semester.
- If you accumulate 90 or more points, you will get an “A” in the course. If you accumulate 80 to 89 points, you will get a “B,” for 70 to 79 points you will get a “C,” and for 60 to 69 points you will get a “D.” If you get less than 60 points, your final grade will be an “F.”
- Note that you start with zero and earn points; you do not start with 100 and lose points.

If you comply with all course requirements and submit all of the assignments satisfactorily and on time, you can expect a “C” in this course. To receive a higher grade, you must demonstrate a superior grasp of course material and an ability to apply the material in productive ways. It is also helpful to show an interest in the course material and in learning, and an achievement-based orientation.

Note that you simply cannot pass this class unless you attend the lectures and discussions regularly, as a substantial portion of your grade depends on attendance and active participation in class activities.

Course Outline:

Week	Date	Topic	Reading	Assignment
1	Introduction to Sociology			
	Thu. 8/16	Course Introduction Review Syllabus; Course Policies and Expectations The Sociological Perspective; Sociological Themes	None	
2	Social Research			
	Tue. 8/21	The Scientific Method and Methods of Social Science Research Sociological Paradigms	Macionis Text Ch. 1, pp. 1-37	
	Thu. 8/23	Readings on the Sociological Perspective	McIntyre Reader Ch. 1, The Promise (Mills), pp. 1-6 Ch. 3, Hernando Washington (McIntyre), pp. 18-27	Discussion Questions Due
3	Culture			
	Tue. 8/28	Culture	Macionis Text Ch. 2, pp. 39-67	
	Thu. 8/30	Readings on Culture	McIntyre Reader Ch. 11, Rule Enforcement without Visible Means (Caplow), pp. 85-93 Ch. 12, Code of the Streets (Anderson), pp. 94-102	Discussion Questions Due

Week	Date	Topic	Reading	Assignment
Socialization				
4	Tue. 9/4	Socialization	Macionis Text Ch. 3, pp. 69–93	
	Thu. 9/6	Readings on Socialization	McIntyre Reader Ch. 24, Anybody’s Son Will Do (Dyer), pp. 212–223 Ch. 25, Suspended Identity (Schmid & Jones), pp. 224–235	Discussion Questions Due
Social Interaction and Social Structure				
5	Tue. 9/11	Social Interaction and Social Structure	Macionis Text Ch. 4, pp. 69–93	
	Thu. 9/13	Readings on Social Interaction	McIntyre Reader Ch. 7, If Hitler Asked You... (Meyer), pp. 58–68 Ch. 14, The Presentation of Self in Everyday Life (Goffman), pp. 117–125	Discussion Questions Due
Deviance and Social Control				
6	Tue. 9/18	Deviance and Social Control	Macionis Text Ch. 7, pp. 173–203	
	Thu. 9/20	Readings on Deviance and Social Control	McIntyre Reader Ch. 28, The Saints and the Roughnecks (Chambliss), pp. 255–266 Ch. 32, Denying the Guilty Mind (Benson), pp. 294–302	Discussion Questions Due

Week	Date	Topic	Reading	Assignment
Groups, Organizations and Social Control				
7	Tue. 9/25	Organizations and Social Control Formal Organizations and Bureaucracies	Macionis Text Ch. 5, pp. 119–143	
	Thu. 9/27	Reading on Groups and Organizations Review for Midterm Exam	McIntyre Reader Ch. 29, On Being Sane in Insane Places (Rosenhan), pp. 267–274	Discussion Questions Due Review for Midterm Exam
Social Institutions				
8	Tue. 10/2	Social Institutions Midterm Exam	None	Midterm Exam
	Thu. 10/4	Readings on Family as a Social Institution	McIntyre Reader Ch. 22, The Nature and Admonition of the Lord (Ammerman), pp. 186–199 Ch. 23, New Families (Cowan & Cowan), pp. 200–211	Discussion Questions Due
Traditional Institutions: Family and Religion				
9	Tue. 10/9	Family and Religion	Macionis Text Ch. 13, pp. 371–407	
	Thu. 10/11	Readings on Education as a Social Institution	McIntyre Reader Ch. 20, Hidden Lessons (Sadker & Sadker), pp. 166–176 Ch. 21, Elite Boarding Schools (Cookson & Persell), pp. 177–185	Discussion Questions Due

Week	Date	Topic	Reading	Assignment
10	<i>Modern Institutions: Education and Economics</i>			
	Tue. 10/16	Education and Economics	<i>Macionis Text</i> Ch. 14, pp. 409–427 Ch. 12, pp. 333–350	
	Thu. 10/18	FALL BREAK		
11	<i>Social Stratification</i>			
	Tue. 10/23	Social Groups and Stratification	<i>Macionis Text</i> Ch. 8, pp. 205–241	
	Thu. 10/25	Readings on Social Stratification	<i>McIntyre Reader</i> Ch. 33, The Land of Opportunity (Loewen), pp. 303–320 Ch. 34, Some Principles of Stratification (Tumin), pp. 313–320	Discussion Questions Due
12	<i>Stratification by Gender</i>			
	Tue. 10/30	Gender	<i>Macionis Text</i> Ch. 10, pp. 271–297	
	Thu. 11/1	Readings on Gender Stratification	<i>McIntyre Reader</i> Ch. 13, Separating the Men from the Girls (Messner et al.), pp. 103 – 116 Ch. 16, Marked (Tannen), pp. 131 - 137	Discussion Questions Due

Week	Date	Topic	Reading	Assignment
13	<i>Stratification by Race and Ethnicity</i>			
	Tue. 11/6	Race and Ethnicity	<i>Macionis Text</i> Ch. 11, pp. 299 – 331	
	Thu. 11/8	Readings on Race and Ethnicity	<i>McIntyre Reader</i> Ch. 37, Racism (Feagin), pp. 342–355 Ch. 39, The Model Minority Myth (Leung), pp. 364–368	Discussion Questions Due
14	<i>Global Stratification</i>			
	Tue. 11/13	Globalization	<i>Macionis Text</i> Ch. 9, pp. 243–269	
	Thu. 11/15	Readings on the Global Workplace	<i>McIntyre Reader</i> Ch. 10, The Young, the Rich and the Famous (Natadecha-Sponsel), pp. 79–84 Ch. 35, Nickel and Dimed (Ehrenreich) pp. 321–338	Discussion Questions Due
	Tue. 11/20	THANKSGIVING HOLIDAY		
	Thu. 11/22			

Week	Date	Topic	Reading	Assignment
<i>Social Change: Population and Environment</i>				
15	Tue. 11/27	Population and Environment	<i>Macionis Text</i> Ch. 15, pp. 449–479	
	Thu. 11/29	Reading on the Sociological Imagination	<i>McIntyre Reader</i> Ch. 2, How History and Sociology Can Help Today's Families (Coontz), pp. 7–17	Discussion Questions Due Review for Final Exam
Exam Week	Wed. 12/5	FINAL EXAM	3:00 pm, 231 Kethley Hall	

Student Engagement and Success:

The faculty and administration at Delta State University are committed to assisting all students achieve success while at DSU and in their future careers. In addition to faculty office hours and periodic workshops and seminars, the following resources are always available to students to help them prepare for college-level work, and to improve their study habits and skills. We encourage you to take full advantage of these resources:

Roberts-LaForge Library: Reference Desk: (662) 846-4431

Writing Center: Bailey Hall 211, (662) 846-4088

Academic Support Lab: H. L. Nowell Union 311, (662) 846-4654

Office of Information Technology: OIT Help Desk: (662) 846-4444

Technology Learning Center: Ewing Hall 130, (662) 846-4444

Office of Career Services: H.L. Nowell Union 300, (662) 846-4646

PREPARATION and PERSEVERANCE are the KEYS to SUCCESS

Be prepared; don't give up

→ ***See the course website for perspectives on preparation and perseverance***