

## Introduction to Sociology SOC 1301.HN1

The University of Texas at Dallas

Fall 2017

Professor: Sheryl Skaggs, Ph.D.

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Class Days/Times: T TH 10:00 –11:15AM

Room: RHW 2.400

Office Hours: Tues. 11:30AM – 12:30PM (or by appointment)

*\* Email is my preferred method of contact – please allow at least 24 hours for me to receive and respond to your email.*

***Be sure to include your full name and the class number (SOC 1301) in the subject heading of your email.***

### COURSE DESCRIPTION:

This course provides an overview of the discipline of sociology, introducing students to major concepts, theories, scholars and research. Students will learn how to view and understand the world around them by considering connections between behavior, outcomes and social context. In other words, students will learn how one's social environment influences behavior, opportunities and outcomes. Topics to be covered in the course include: 1) the sociological imagination and the work of C. Wright Mills in examining social phenomena; 2) key sociological theoretical perspectives; 3) methodological approaches to examining sociological questions; 4) examination of major concepts and principles of sociology. The course is designed not only to develop knowledge about the field of sociology but also to apply the information to issues related to health and health care, race/ethnicity, education, culture, work, and families. The class format will be a combination of lectures and seminar discussion. Student attendance and participation are critical to the learning environment.

### STUDENT LEARNING OBJECTIVES/OUTCOMES:

Upon completing this course, students will be able to:

1. Demonstrate their ability to use critical thinking, particularly the sociological imagination, in understanding the social world in which we live. Small group projects and class discussions will be utilized to assess this student learning outcome.
2. Identify, explain and apply sociological theories and methodological approaches to social research. This objective will be assessed through student completion of written assignments that require application of concepts, theories and methodology, as well as an oral presentation.
3. Identify and apply sociological concepts and terms to the processes of everyday social life. This will be assessed using essay exam questions and written assignments that link sociological concepts to current events.

### REQUIRED TEXTS:

Essentials of Sociology (6<sup>th</sup> edition), Anthony Giddens, Mitchell Duneier, Richard P. Applebaum and Deborah Carr, 2017.

As noted on the "Tentative Course Outline and Reading Assignments" section of the syllabus, some readings will be posted on eLearning. Students are not required to print material available electronically.

## COURSE REQUIREMENTS:

- **Weekly pop quizzes** will be given (beginning August 24, 2017) and will be based on the week's assigned course readings. There are no make-up quizzes, but only the 10 highest quiz grades will be used to comprise this course component (**15% of total course grade**). Quizzes ensure that you are prepared for class each meeting and can effectively contribute to class discussions that are an essential part of this course.
  - *Quizzes will generally be given at the beginning of class. If you arrive late, you will have less time to complete the quiz. So, make sure you are on time!*
- **Discussion questions:** each week students, working in pairs, will be responsible for preparing at least 3 discussion questions for the class. The students will then lead a discussion (about 15 minutes) around the prepared questions. Participation in this component will comprise **10% of your course grade**.
- **One "take-home" exam** – consisting of several complex essay questions which will require you to bring together ideas, concepts and theories presented throughout the semester. This exam will comprise **30% of your course grade** and will be **due no later than Tuesday, December 5, 2016 – no later than 5:00pm on eLearning through the Turnitin.com link**. Because you will be given 2 weeks to complete the exam, no late submissions will be accepted! You should type the exam using 1" margins all around and 12 pt. font (double space).
- **One small-group project and presentation** will be required. The project will involve working with two to three students on an assignment, primarily outside of class time. The project and oral presentation will comprise **20% of your course grade** (15% for the written project portion and 5% for the oral presentation). The due date of this assignment is **November 16th, 2017 in class**.
- **Two writing assignments\*** will be required during the semester. The assignments should be **approximately 4-5 pages in length**. The two writing assignments (worth 100 points each) will comprise **25% of your course grade**; due dates are indicated under the "Tentative Course Outline and Reading Assignments" of the syllabus.

\*Writing assignments will be evaluated for both content and style; while what you say and how well you support your argument is important, you will also be evaluated on the organization of your thoughts, writing clarity and grammar. Remember, these are not opinion based assignments but instead require that you integrate the course material into your paper and properly cite information or ideas "borrowed" from other authors (using APA or ASA citation format). Failure to give proper credit to an author's work will result in significant grade deductions and/or failure of the assignment.

- All assignments should be type written with double spacing and 1" margins all around (double spaced) and submitted as indicated through eLearning. No late assignments will be accepted!
- **ASA or APA** style for references is required. The references should be listed in a separate section at the end of your assignment. Please see the following links:
  - [http://www.asanet.org/documents/teaching/pdfs/Quick\\_Tips\\_for\\_ASA\\_Style.pdf](http://www.asanet.org/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf)
  - <http://owl.english.purdue.edu/owl/section/2/>
    - You must cite the reference for any idea, quotation, or factual information you get from an article, book, or website.
    - Any statements copied directly from a source must be put in quotation marks (a page number should also be included in the in-text reference that follows).
    - To cite a source within the body of the paper, you should use a parenthetical reference such as (Brown 2000, p. 118) or (118: Brown 2000). You only need to use page numbers if it is a direct quote. Otherwise, the author's name and year of publication will suffice (with a full citation in the reference section).
    - If you are uncertain of the rules regarding proper citation, please ask me.

## COURSE EVALUATION/GRADING:

Evaluation of the student will be based upon performance on examinations, class participation, attendance and a term paper. The grade will be determined on a percentage of the total points earned. If the student earns 98% of total points or more, the grade will be an A+, 93%-97% = A; 90% - 92% = A-; 87% - 89% = B+; 83% - 86% = B; 80% - 82 % = B-; 77% - 79% = C+; 73% - 76% = C; 70% - 72% = C-; 69% - 67% = D+, 66% - 63% = D, 62% - 60% = D-, 59% and below an F.

## COURSE-RELATED POLICIES:

- All students are expected to attend class on a regular basis. If for some reason you are unable to attend a class, it will be your responsibility to obtain class notes, announcements, assignments and handouts prior to the next class session.
- Participation in class discussions is an important part of the learning experience but should remain relevant to the particular readings and lecture materials.
- Students are expected to always be respectful of other's opinions and beliefs in the classroom. Personal attacks and racially/sexually harassing behaviors are unacceptable and will not be tolerated. Anyone involved in such behaviors will be asked to leave the class session.
- As a courtesy to your fellow students and professor, **all cell phones should be turned off before class begins**. If, however, if you are expecting an important call during class, you should place your phone on vibrate mode and find a seat near the door for that session.

Students are expected to conform to the university policy for academic honesty. **Absolutely no form of academic dishonesty will be tolerated (i.e., cheating, plagiarism, collusion, falsifying academic records).**

Academic dishonesty includes, but is not limited to: cheating on assignments or examinations, plagiarizing (misrepresenting as your own work any part of work done by another), submitting the same assignment, or substantially similar assignments to meet the requirements of more than one course without the approval of all instructors, working in conjunction with another student on your assignments or exams, depriving another student of necessary course materials, or interfering with another student's work. If in doubt about the ethics of your actions, consult the university catalog to see the stated policy. Violations of this policy will be punished severely and according to the fullest extent of the policy.

## GENERAL POLICIES

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For UT Dallas policy related to the following go to: <http://go.utdallas.edu/syllabus-policies>

**Field Trip Policies**

**Academic Integrity**

**Withdrawal from Class**

**Incomplete Grade Policy**

**Services Religious Holy Days**

**Student Conduct & Discipline**

**Email Use**

**Student Grievance Procedures**

**Disability**

**For Prohibited Discrimination and Sexual Harassment Sexual Misconduct Policy - see**  
<https://policy.utdallas.edu/utdbp3102>

## TENTATIVE COURSE OUTLINE AND READING ASSIGNMENTS

Aug 22:

### ***Introduction***

Aug. 24:

### ***The Sociological Imagination***

Readings: Giddens, et al., Chapter 1;  
"Getting In" by Malcom Gladwell  
<http://www.newyorker.com/magazine/2005/10/10/getting-in>  
Schmidt "Colleges are Accused..." (eLearning)

Aug. 29-31:

### ***Culture***

Readings: Giddens, et al., Chapter 2  
Zborowski "Cultural Responses to Pain" (eLearning)

Sept. 5-7:

### ***Socialization***

Readings: Giddens, et al., Chapter 3

Sept. 12-14:

### ***Social Interaction***

Readings: Giddens, et al., Chapter 4  
"Rethinking Goffman's Front Stage/Back Stage"  
<http://www.everydaysociologyblog.com/2012/05/rethinking-goffmans-front-stageback-stage.html>

**Writing Assignment 1 Due: September 15 on eLearning by 5:00pm**

Sept. 19-21:

### ***Groups, Networks, Organizations***

Readings: Giddens, et al., Chapter 5  
Shearing and Stenning "From the Panopticon to Disney World" (eLearning)

Sept. 26-28:

### ***Inequality***

Readings: Giddens, et al., Chapter 7  
Scott "Life at the Top..." (eLearning)

Oct. 3-5:

### ***Health and Illness***

Readings: Giddens, et al., Chapter 14  
Sudnow "Dead on Arrival" (eLearning)  
Social Death as Self-Fulfilling Prophecy: David Sudnow's "Passing On" Revisited (eLearning)

Oct. 10-12:

### ***Race and Ethnicity***

Readings: Giddens, et al., Chapter 10  
"The Waning Hispanic Health Paradox" (eLearning)  
**Writing Assignment 2 Due: Oct. 13<sup>th</sup> on eLearning by 5:00pm**

Oct. 17-19:

### ***Gender***

Readings: Giddens, et al., Chapter 9  
Collins "Race, Class and Gender as Categories of Analysis and Connection" (eLearning)

Oct. 24-26:

***Deviance and Crime***

Readings: Giddens, et al., Chapter 6  
Chamblis "The Saints and the Roughnecks" (eLearning)

Oct. 31 – Nov. 2:

***Families***

Readings: Giddens, et al., Chapter 11  
Conley "The Pecking Order" (eLearning)

Nov. 7-9:

***Education***

Readings: Giddens, et al., Chapter 12 (pp. 360-367)  
Stevens, A School in a Garden (eLearning)

Nov. 14-16:

***Urbanization, Population and the Environment***

Readings: Giddens, et al., Chapter 15  
**Small Group Project Due: Nov. 16th**

**Nov. 21-23:**

***Fall Break***

Nov. 28-30:

**Small Group Project Presentations**

Dec. 5:

***Take Home Exam Due - eLearning no later than 5:00pm***