



**Sociology 1301.1HE: Introduction to Sociology
[HONORS SECTION]
FALL 2015**

Professor: Dr. Yvonne Villanueva-Russell

Class Times: MWF: 10:00AM - 10:50AM

Class Location: SS 313

Office: Prairie Crossing 100C

Office Hours: MWF 11AM-noon
other times by appointment

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Ecollege Website: <http://online.tamuc.org>

COURSE INFORMATION

Required Textbooks:

- 1) Ferguson, Susan. 2012. Mapping the Social Landscape: Readings in Sociology (7th edition). McGraw Hill. ISBN: 0078026792
- 2) Thompson, William and Joseph Hickey. 2011. Society in Focus, 7th edition. Pearson. ISBN: 0205181015
- 3) Reserve readings (posted on eCollege)

I. COURSE DESCRIPTION

Catalog Description

This course is designed to help students better understand the social world in which they live as well as provide a foundation for other courses in sociology. It provides an overview of major concepts and principles of sociology, including culture, socialization, social order, social control, social stratification, sex and gender, race and ethnicity, social deviance, social institutions and social change.

Course Objectives:

- 1] Demonstrate comprehension of sociological concepts and theories as measured through objective exams

2] Develop a “sociological imagination” by understanding how unseen social forces (structure) influence individual and societal behavior and action (agency).

3] Students will be able to view themselves as engaged citizens within an interconnected and diverse world.

Course Format:

The Ferguson reader (referred to in this class as: Mapping the Social Landscape) is designed to provide short readings that stimulate discussion about sociological concepts and ideas introduced in class lecture. Thus, students are expected to get into the habit of taking detailed notes about lectures and readings, as well as encouraged to become active participants during class by offering questions, insights or engaging in discussion with others.

Because of the structure of the Ferguson reader, I would highly recommend that students take notes on all reading assignments. This will help prepare you for class discussion and also help keep the many essays and articles we read separate in your mind. Assignments listed in the course outline of this syllabus should be read prior to its discussion in class. I suggest using the following questions as a guide when reading each article.

- What is the main idea, point or argument of the reading?
- List three important facts or sources of evidence to support the main idea.
- What concepts or ideas from class lecture are also discussed in this reading?
- List any new terms or concepts introduced in the article with a brief definition
- Are there any problems or points I disagree with in the main point of the reading? That is, are there alternate explanations or theories that could also explain these phenomena?

Coupled with the main reader will be Thompson and Hickey’s textbook, Society in Focus, which will provide students with the definitions and descriptive background of each topic discussed.

COURSE REQUIREMENTS

The course is comprised of three types of assignments: exams, written assignments and attendance/participation. Each of these are described, below.

A. Exams: 4@100 points each

This assignment is designed to measure Student Learning Outcome #1: Demonstrate **comprehension** of sociological concepts and theories as measured through objective exams

1. Assignment Description:

There will be a total of **FOUR** tests during the semester. The format for all the tests will consist of objective measures, such as multiple choice and true-false questions, and also will consist of short answer or essay questions. There will be a two point extra credit question on each test given. A more detailed breakdown of the test format will be given to students in class several days before the exams, and a study guide will also be posted on ecollege to assist in preparing for each test. All test grades count toward your final grade—no scores will be dropped.

2. Assessment:

Grades for individual tests and your final grade for the course will be assigned according to the following scale:

<u>Individual Tests</u>	
A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 60%
F	59 and below

3. Makeup Exams:

Notice of exams are given tentatively in this syllabus, and will be confirmed in class. Makeup exams will not be given unless a genuine emergency or crisis occurred, and you will be excused from the exam on the test day ONLY if prior notification has been given. Makeup exams may be given in an **alternate form** from the rest of the class (i.e. essay exams) and will **only be given during finals week**.

Students with legitimate reasons for missing exams will be allowed a makeup exam only ONCE during the semester. If a student has been habitually absent, sick, or dealing with some other concern to the extent that they have missed more than one exam, then a meeting with the professor is warranted to discuss whether meeting and finishing the requirements of the course is possible from the student's current efforts and situation.

4. Final Exam:

The final exam will be held **Monday, December 14th from 10:30AM-12:30PM** in our regular classroom. The final exam will NOT be comprehensive. The format of the final exam will be similar to the three exams given earlier in the semester, and will also be worth 100 points.

B. Written Assignments: 4 @ 25 points each

These assignments are designed to measure student learning outcomes:

- 2] Develop a “sociological imagination” by understanding how unseen social forces (structure) influence individual and societal behavior and action (agency).
- 3] Students will be able to view themselves as engaged citizens within an interconnected and diverse world.

1. Assignment Description:

Over the course of the semester, students will take an active part of the class by applying the class lectures to the real world, their own experiences, and/or media sources. Specific instructions will be given in class. A total of five projects are available, of which, students will select any FOUR projects to complete. Each project requires the student to summarize the relevant sociological concept and theories, and then compare the extent to which it occurs in a real life phenomenon they have observed for the course.

2. Assessment:

A rubric and extensive feedback will be provided by the professor. The rubric will be provided to students with the assignment instructions in class, and will be available on eCollege.

Projects must be handed in at the **beginning of the hour** on the day that they are due, and should be double-spaced, type-written and stapled. No assignment will be accepted more than two class days late, and then it will receive **a late penalty of a 20% deduction** of the project's original value. Do not turn in a project via email, to my mailbox or shove under my office door without express permission from me. Papers received in this manner will be considered late and will receive the late deduction described above. Students will not be able to do an extra project for extra credit, nor will they be able to re-do any of the projects once handed in. **Each project will be worth 25 points.**

Any written work in this class is subject to turnitin review. Turnitin.com is a website that checks for plagiarism and generates an originality report that notes which parts of a paper appear unattributed to other student papers, internet sources or articles and books. Please make sure that you cite wherever appropriate. If you need help or advice on how to do this, please contact your professor.

A brief overview of each project and its tentative due date is below. Students will select any FOUR of the following projects to complete during the semester.

Topic	Project Description	Tentative Due Date
Culture	Symbolic Statements Students will analyze faculty members' office doors and bulletin boards to determine clues about their social position, cultural beliefs and values.	(F) Sept. 18
Socialization	Gender in Children's Merchandise Students will analyze toys or clothing marketed to children to see the latent messages being sent about appropriate roles for boys versus girls	(W) Sept. 23
Work & Economy	Wal-Mart: The High Price of Low Cost: Students will watch a short movie in class and write a reaction paper on the social impact that Wal-Mart has upon communities.	(W) Oct. 14
Class Stratification	Family Tree: Students will trace three generations of their family history, noting the social class, education and occupation of each generation to ascertain the extent of social mobility.	(F) Oct. 30
Education	Inequality in the Classroom: Students will observe a classroom and note the participation, seating location and student-professor interaction to ascertain the nature of stratification in the classroom.	(W) Dec. 2

C. Attendance & Participation: 25 points

Regular class attendance is crucial for a comprehensive understanding of the material covered during the semester. Therefore, attendance will be taken and recorded regularly. If you know you are

going to be absent, please notify me beforehand, if at all possible. It is your responsibility to have an understanding of course material whether you were present in class or not.

Occasions may arise which make it necessary for a student to miss class, but absences on test dates will not be excused without significant extraneous circumstances. Because attendance is so important to this course it will figure into the calculation of your final grade. **Attendance & participation will constitute 25 points of your final grade.**

Grading Procedure:

A total of 525 points are attainable in this course. The breakdown of points is as follows:

Four Tests @ 100 points each	= 400 points
Four Projects @ 25 points each	= 100 points
<u>Attendance</u>	<u>= 25 points</u>
	525 points

This translates into the approximate point totals for your final grade:

A	472-525 points
B	420-471 points
C	367-419 points
D	315 – 366 points
F	314 and fewer points

UNIVERSITY PROCEDURES/POLICIES

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Students with Disabilities

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Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)
<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Statement on Student Behavior:

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

The Student Handbook states: "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct, for more information)

Statement on Nondiscrimination:

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE & PROFESSOR-SPECIFIC POLICIES

Attendance:

Habitual tardiness or premature exit from the class will constitute an unexcused absence. If you arrive late, it is your responsibility to make sure that you sign the attendance sheet. Do not bother trying to sign in a friend as if they were present when they were not—I check signatures for consistency and there will be serious repercussions if I discover this practice occurring.

Grades of Incomplete:

I do not assign grades of incomplete in this course. All coursework must be handed in to me by December 11th, 2015. Your grade will be assigned based on the points you have earned from all completed work at that time. It is your responsibility to finish assignments prior to their due dates, or to make alternate arrangements for their completion. Do not assume I can or will extend due dates or course requirements for your individual needs or preferences.

If you feel Sociology 1301 is not the course for you, please speak with me about finding an alternate for this class. Simply not attending in hopes that I will remedy the situation for you will not happen. You are responsible for the consequences stemming from either coming to class, or not coming to class.

Extra Credit and Curving

From this syllabus it is very clear as to the number of assignments and the possible points to be attained in the course. From day one, you begin earning a grade in this class, so remember that when you decide to skip class, choose not to do the readings, or fail to take detailed lecture notes. Do not rely on a friend to take notes for you, or for your instructor to explain what the readings are about, as it is your responsibility to read, listen and comprehend the material presented. If you do not understand a

concept or issue, please ask me to clarify, or stay after class for further elaboration. The exams will reflect a balance of in-class lecture and discussion, as well as outside readings. So, it is important for you to be consistently diligent in your efforts throughout the semester.

I have never and will never curve the grades of a class to conform to an artificial bell curve or other objective or subjective standard, so requests to do so will fall on deaf ears. That means that it is the students' responsibility to prepare for the exams, to make sure that they have acquired all information possible through attending lectures and doing the readings, and that they perform to the best of their abilities on the exams. I will assist the class by means of lectures, discussions, study guides and reviews, but I do not intend to manipulate your test score, drop a test score, or inflate your test score so that it will be more to your liking. An improvement of grades will come from *your* studying efforts and not from your instructor's generous grading, so please do not expect or ask for more or extra points in the course.

A Note about final grades:

Final grades are assigned on the 90, 80, 70% scale noted above. These percentages and their corresponding grades are firm. That is, if your final average is a 68% you have earned a "D." Let me spare you the conversation that inevitably follows: No, I cannot and will not round your grade up to a 70% or a "C." Students often protest this act, saying they were "only 2 points shy of a passing grade." This is not exactly correct. In truth, they were 2 percentage points away from the next grade, amounting to being 10 raw points off. Percentage points and raw points are two very different things. I will NOT round up your final average 2 percentage points, or even a full percentage point to the next highest grade.

Student Decorum:

It is your prerogative to come to class but by doing so, you are making the commitment to be alert, attentive and courteous. Gossiping, phone calls and newspaper reading can all wait for 50 minutes and will not be tolerated while class lecture and discussion are occurring. If you cannot employ enough willpower to control your behavior during class, please stay home and do not distract other students from learning in our class.

All cellular telephones and electronic devices should be turned off or set on silent mode before entering the classroom. **Students will not be allowed to use their cell phones, or check them in the course of taking an exam. Students will not be allowed to leave and then re-enter the classroom during an examination.** Please be sure to sharpen pencils, have notebook paper, tissues and restroom necessities taken care of prior to the beginning of class. During examinations, please refrain from eating or making other loud noises which could be distracting to other test takers.

Academic Honesty:

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must work to provide an environment in which each student has the opportunity to be evaluated fairly on the basis of his/her own performance. University regulations regarding academic dishonesty will be strictly enforced. At a minimum, any student found to be in violation of university rules will receive a failing grade on the exam or assignment involved. ALL instances of academic dishonesty will be reported to the Dean of the Honors College, as well. This office may wish to evaluate the case and decide punishment independent of this professor's actions. In short,

cheating, plagiarizing and engaging in unethical student behavior carries a high price for such short term rewards—don't do it!!

TECHNOLOGY REQUIREMENTS

Our course is primarily a face to face class and will utilize a traditional lecture-mode of delivery. For the purposes of written project assignments, and utilizing the eCollege system to check grades and/or obtain course assignments, the following is a list of technology requirements for the class:

You will need the ability to open Adobe Acrobat files (.pdf), PowerPoint files (.ppt) and Word files (.doc)

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you [perform a “Browser Test” prior to the start of your course](#). To launch a browser test, login to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

For those of you who are not familiar with eCollege, I suggest you take the tutorial offered online. Should you have any questions, feel free to contact Technology Services.

ACCESS AND NAVIGATION

eCollege Access and Log in Information

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

COMMUNICATION AND SUPPORT

Email (Yvonne.VRussell@tamuc.edu) is the preferred means of communication with the instructor. You can expect to receive a reply to any inquiry within 24 hours (M-F). It is advisable to include the course number and your full name in any electronic correspondence with me.

Check your MyLeo email account regularly for announcements about our class!!!

COURSE OUTLINE / CALENDAR

Test dates and written assignments are scheduled tentatively at this time. They may be changed but advanced notice will be given in class. You are expected to read the assigned material prior to its discussion in class.

Date	Topic	Reading Assignment	Assignment Due
(M) August 31	Introductory Remarks	None!	
(W) September 2	What is Sociology?	<i>Society in Focus</i> : Chapter 1	
(F) Sept. 4	“Doing” Sociology – Research Methods	<i>Society in Focus</i> : Chapter 2	
(M) Sept 7	NO CLASS – LABOR DAY	NO CLASS – LABOR DAY	NO CLASS – LABOR DAY
(W) Sept 9	“Doing” Sociology – Research Methods, continued		
(F) Sept 11	The Sociological Imagination	“The Promise” p. 1 in <i>Mapping the Social Landscape</i>	
(M) Sept 14	Applying the Sociological Imagination to the Real World	“Teenage Wasteland” p. 7 in <i>Mapping the Social Landscape</i>	
(W) Sept 16	Culture	<i>Society in Focus</i> : pp. 58-75 AND “The Nacirema” posted on ecollege	
(F) Sept 18	Socialization: George Herbert Mead	<i>Society in Focus</i> : pp. 85-89; 102; 106	Project #1 Due
(M) Sept 21	Socialization: Gender	“No Way My Boys Are Going to be Like That!” p. 121 in <i>Mapping the Social Landscape</i>	
(W) Sept 23	Resocialization	“Anybody’s Son Will Do” p. 158 in <i>Mapping the Social Landscape</i>	Project #2 Due
(F) Sept 25	TEST ONE	TEST ONE	TEST ONE
(M) Sept 28	Erving Goffman and Impression Management	“Making It By Faking It” p. 145 in <i>Mapping the Social Landscape</i> AND <i>Society in Focus</i> : pp.115-122, 130-132	
(W) Sept 30	Social Organization & Bureaucracy	<i>Society in Focus</i> pp. 140-154	
(F) October 2	Max Weber & Rationalization	“The McDonaldization of Society” posted on eCollege	
(M) Oct 5	Economy & Work	<i>Society in Focus</i> : pp. 494-501	
(W) Oct 7	Economy & Work	Movie: Wal-Mart: The High Price of Low Cost	
(F) Oct 9	Deviance	“On Being Sane in Insane Places” p.	

		48 in <i>Mapping the Social Landscape</i> AND <i>Society in Focus</i> : pp. 164-173	
(M) Oct 12	Deviance	"In Search of Respect" posted on ecollege	
(W) Oct 14	Deviance	"Because She Looks Like a Child" p. 324 in <i>Mapping the Social Landscape</i>	Project #3 Due
(F) Oct 16	Review/Catch-Up Day		
(M) Oct 19	TEST TWO	TEST TWO	TEST TWO
(W) Oct 21	Stratification – overview	<i>Society in Focus</i> , pp. 198-220	In-class exercise: Titanic
(F) Oct 23	Stratification	"Some Principles of Stratification" p. 243 in <i>Mapping the Social Landscape</i>	
(M) Oct 26	Rich vs. Poor	"Who Rules America?" p. 253 in <i>Mapping the Social Landscape</i>	
(W) Oct 28	Rich vs. Poor	"Nickel-And-Dimed" p. 278 in <i>Mapping the Social Landscape</i>	
(F) Oct 30	Race & Ethnicity	<i>Society in Focus</i> : Chapter 10 Movie: <i>True Colors</i>	Project #4 Due
(M) Nov 2	Race & Ethnicity	"Yearning for Lightness" p. 377 in <i>Mapping the Social Landscape</i>	
(W) Nov 4	Race & Ethnicity	"Taylor Swift's Tweets to Nicki Minaj" posted on eCollege	
(F) Nov 6	Gender	<i>Society in Focus</i> : Chapter 11	
(M) Nov 9	Gender	"Gender in Televised Sports" p. 437 in <i>Mapping the Social Landscape</i>	
(W) Nov 11	Gender	"Racializing the Glass Escalator" pp. 479 in <i>Mapping the Social Landscape</i>	
(F) Nov 13	TEST THREE	TEST THREE	TEST THREE
(M) Nov 16	Education	<i>Society in Focus</i> : pp. 386-414	
(W) Nov 18	Education	"A School in a Garden" p. 564 in <i>Mapping the Social Landscape</i>	
(F) Nov 20	Education	"Historic Reversals" AND "Charter Schools and the Public Good" both posted on ecollege	
(M) Nov 23	Marriage and Family	<i>Society in Focus</i> : Chapter 13	
(W) Nov 25	NO CLASS – THANKSGIVING	NO CLASS – THANKSGIVING	NO CLASS – THANKSGIVING
(F) Nov 27	NO CLASS – THANKSGIVING	NO CLASS – THANKSGIVING	NO CLASS – THANKSGIVING
(M) Nov 30	Family	"The Time Bind" p. 491 in <i>Mapping the Social Landscape</i>	
(W) December 2	Who Needs the Family, anyway?	"The Deinstitutionalization of American Marriage" p. 586 in <i>Mapping the Social Landscape</i>	Project #5 Due
(F) Dec 4	Age and the Elderly	<i>Society in Focus</i> : pp. 326-348	
(M) Dec 7	Health and Medicine	<i>Society in Focus</i> : pp. Chapter 18	

(W) Dec 9	Health and Medicine	“A Slow, Toxic Decline” p. 547 in <i>Mapping the Social Landscape</i>	
(F) Dec 11	Health and Medicine	“Media Hype, Diagnostic Fad or Genuine Disorder?” posted on eCollege	
(M) Dec 14	FINAL EXAM 10:30AM – 12:30PM	FINAL EXAM 10:30AM – 12:30PM	FINAL EXAM 10:30AM – 12:30PM