Sociology 1010-001, Introduction to Sociology, Spring Semester, 2010
Mondays, Wednesdays, Fridays, 9:40 – 10:30 AM
S BEH AUD (Social and Behavioral Science Auditorium)

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Required Text (available at the campus bookstore)

University-level introductory textbooks are often quite expensive. Thus, to save students money and reduce our use of resources, I have made arrangements with the publisher for us to use a custom packet that consists of the text for the textbook titled Sociology (12th edition), authored by John Macionis (copyright 2008). The packet does not include the textbook cover. When you go to the campus bookstore, make absolutely sure you purchase the correct book (i.e., packet) for this section (i.e., 001) of introduction to sociology. You may NOT use a different introductory text or packet for this particular course. If you are unsure about which packet to purchase, ask a bookstore employee.

YOU ARE EXPECTED TO BRING THE REQUIRED TEXT TO CLASS

Course Summary

The primary goal of this course is to familiarize students at an introductory level with the field of sociology. Students will be introduced to several common sociological theories, introductory social science research methods, and various areas of substantive interest in the discipline.

Course Requirements and Grading

You are expected to keep up with the assigned readings, attend class regularly, take detailed notes, and participate in classroom discussions. There will be a total of 4 multiple choice exams [50 questions each] and a series of six short out-of-class assignments. The exams will deal with the assigned readings, lectures, class discussions, and in-class films. Exam study guides will be provided on WEB CT. The study guides will provide practice questions based on the assigned readings. Forty of the fifty questions on each exam will be based on the assigned readings and come from the study guides. The remaining ten questions will be based upon additional lecture material, in-class films, and so on. Thus, to earn an A or high B on the exams you must attend class on a regular basis. The short assignments are explained in detail below the course schedule. To “encourage” attendance, we will take roll on a random basis, and attendance will be considered in situations of “borderline” final grades. There are NO make-ups for exams [except for documented emergencies] and there are NO exceptions on due dates for the assignments.

For ease of tracking your progress in the course, we will use the following simple grading system:

| Exam 1    | 50 possible points |
| Exam 2    | 50 possible points |
| Exam 3    | 50 possible points |
| Exam 4    | 50 possible points |
| Assignments | 10 possible points each [6 total] |
|           | 260 total possible points |
For final letter grades, convert your accumulated points into a percentage and use the following breakdown:

A: 93-100%, A-: 90-92%, B+: 87-89%, B: 83-86%, B-: 80-82%, C+: 77-79%, C: 73-76%, C-: 70-72%,
D+: 67-69%, D: 63-66%, D-: 60-62%, F: 0-59%

Class Policies and Student Responsibilities

Students and faculty at the University of Utah are obligated to behave in accordance with the ordinances of the University. The Student Code (or Students’ Rights and Responsibilities) is located on the Web at:

http://www.admin.utah.edu/ppmanual/8/8-10.html

You are encouraged to review this document. All of the rights and responsibilities applicable to both the student and the faculty member will be observed during the semester.

Academic Integrity and Plagiarism

Academic misconduct, including plagiarism, is a serious offense. The following regarding academic integrity and plagiarism is taken from the University of Utah’s Student Code: “Academic misconduct” includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

a. “Cheating” involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and before resubmitting it, or violating any rules relating to academic conduct of a course or program.

b. Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of both faculty members.

c. “Plagiarism” means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.

The Student Code states that academic misconduct can be sanctioned in the following ways:

“Academic sanction” means a sanction imposed on a student for engaging in academic or professional misconduct. It may include, but is not limited to, requiring a student to retake an exam(s) or rewrite a paper(s), a grade reduction, a failing grade, probation, suspension or dismissal from a program or the University, or revocation of a student’s degree or certificate. It may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.
Faculty Responsibilities

As the instructor for the course, I will:
• Convene classes unless valid reason and notice given
• Perform and return evaluations in a timely manner
• Inform you of:
  1. General course content
  2. Course activities
  3. Course evaluation methods
  4. Course grading scale
  5. Course schedule of meetings, topics, and due dates.
• Ensure that the class environment is conducive to learning. This includes limiting student use of cell phones, reading newspapers during class, talking during class, arriving late and leaving early and other disruptive behavior.

Other faculty rights and responsibilities are further detailed online:
http://www.admin.utah.edu/ppmanual/8/8-12-4.html

Learning Environment and Testing

Classes meeting at the University of Utah often present challenges with regard to learning and testing. The following expectations will be part of the student’s responsibility during this course.
1. Talking with friends during class lectures will not be tolerated. Excessive talking is disrespectful to others. Students who engage in this type of activity may be asked to leave the classroom.
2. No cell phones should be in operation during class time. ANY usage of a cell phone or other electronic device during an exam will result in a failing grade for that exam.
3. To insure a quiet and proper environment for exams, students should not sit with friends on exam days. Talking or any contact between friends may result in your exam being picked up and a referral to the Student Behavioral Committee.

Americans with Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

***Course Schedule Begins on Next Page***
Course Schedule

Please note that this outline is tentative and subject to change at any time. You are responsible for being aware of any course-related changes. Required readings [i.e., the assigned chapter in the textbook] are expected to be completed by their corresponding date.

January 11 – Course Introductions

*** THE FOUNDATIONS OF SOCIOLOGY ***

January 13 and 15 – Chapter 1, “The Sociological Perspective”

January 18 is a Holiday

January 20 – Chapter 2, “Sociological Investigation”

*** THE FOUNDATIONS OF SOCIETY ***

January 22 – Chapter 3, “Culture”

January 25 and 27 – Chapter 4, “Society”

January 27 and 29 – Chapter 5, “Socialization”

February 1 and 3 – Chapter 6, “Social Interaction in Everyday Life”

February 5 – EXAM 1

February 8 and 10 – Chapter 7, “Groups and Organizations”, Assignment #1 due on Feb. 8

February 10 and 12 – Chapter 8, “Sexuality and Society”

February 15 is a Holiday

February 17 and 19 – Chapter 9, “Deviance”

*** SOCIAL INEQUALITY ***

February 22 and 24 – Chapter 10, “Social Stratification”

February 24 and 26 – Chapter 11, “Social Class in the United States”, Assignment #2 due on February 26

March 1 and 3 – Chapter 12, “Global Stratification”

March 5 – TBA

March 7 – EXAM 2

March 10 and 12 – Chapter 13, “Gender Stratification”, Assignment #3 due on March 10

March 12 and 15 – Chapter 14, “Race and Ethnicity”
*** SOCIAL INSTITUTIONS ***

March 17 and 19 – Chapter 16, “The Economy and Work”

March 22, 24, and 26 are Holidays

March 29 and 31 – Chapter 17, “Politics and Government”

March 31 and April 2 – Chapter 18, “Families”, Assignment #4 due on April 2

April 5 – TBA

April 7 – EXAM 3

April 9 and 12 – Chapter 19, “Religion”

April 12 and 14 – Chapter 20, “Education”, Assignment #5 due on April 14

April 16 and 19 – Chapter 21, “Health and Medicine”

*** SOCIAL CHANGE ***

April 21 and 23 – Chapter 22, “Population, Urbanization, and Environment”

April 26 – TBA

April 28 – wrap up, NO ASSIGNED READING, Assignment #6 due

**EXAM 4 WILL TAKE PLACE ON FRIDAY, APRIL 30, FROM 8:00 TO 10:00 AM**

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**Out of Class Assignments**

The following out of class assignments require the student to define/utilize/and apply many relevant sociological concepts presented in the class. These activities are intended to be interesting and enlightening. The addition of these exercises in all sections of introduction to sociology reflects the University of Utah requirements to increase the class from a three credit hour class to a four credit hour class.

Each written assignment should be 1-2 pages in length. Assignments are due on the dates indicated below. Late assignments will NOT be accepted or graded. Each assignment is worth 10 points towards your course grade. Assignments may NOT be submitted electronically.

To simplify grading, we will use the following point allocation for each of the assignments:

- 10 points – excellent
- 7-8 points – adequate / acceptable
- 4-5 points – inadequate / unacceptable
- 0 points – if you don’t turn it in!

Assignment #1: Conduct a brief survey of at least 30 people regarding and issue or topic of your choice. In a brief summary paper include the survey, summarize your findings, and draw conclusions regarding your research. **DUE February 8**
Assignment #2: Conduct a brief participant observation or ethnographic study wherein you study and/or participate in a particular group event or social organization. Samples of events could include an Indian powwow, visit a religious group other than the one you usually attend, hang out at a greasy spoon cafe or coffee shop, attend a sporting event, or any volunteer organization. To complete the assignment, write down your observations, highlight any patterns you observe, and point out any observations or patterns that surprise you. **DUE February 26**

Assignment #3: Conduct a non-intrusive breaching experiment, wherein you attempt to validate the existence of a particular norm. This may include singing on the bus, singing in an elevator, not talking to anyone for a day, or any other unusual activity. In writing, describe your experiment, and report peoples’ reactions to your behavior. **DUE March 10**

Assignment #4: Evaluate a book or video from the suggested books/videos list. Please summarize your interpretation of the material from a sociological perspective. This assignment will allow the student to choose a topic of interest and analyze that topic using various concepts from the course. **DUE April 2**

Assignment #5: Write a short (2 pages) biography wherein you highlight the sociological factors that have influenced your life. Those could include social class, religion, race/ethnicity, or any other topics. **DUE April 14**

Assignment #6: Attend a lecture on any subject or topic that you feel is relevant to sociology. These can be attended on or off campus. In no more than two pages, summarize the presentation and its relevance to any topic covered in this class. **DUE April 28**

**Suggested Books and Videos for Assignment #4**

**Books**
- *Cannery Row*, John Steinbeck (culture, human nature, social criticism)
- *Democracy for the Few*, Michael Parenti (elitism, class conflict)
- *The Lemming Condition*, Alan Arkin (family, deviance, labeling)
- *Of Mice and Men*, John Steinbeck (stratification, social organization, poverty)
- *On Civil Disobedience*, Henry David Thoreau (morality and society, social dissent)
- *The McDonaldization of Society*, George Ritzer (globalization, organizations)
- *Race Matters*, Cornel West (racism)
- *The Sociological Imagination*, C. Wright Mills (sociology, social meaning, and morality)
- *Theory of the Leisure Class*, Thorsten Veblin (stratification, class conflict)
- *Under the Banner of Heaven*, John Krakauer (religion, deviance, faith based violence)
- *Who Rules America*, William Domhoff (power elite, social class, politics, stratification)

**Videos**
- “Boys in the Hood” (race/class/poverty)
- “Crash” (alienation, racism, class)
- “Hotel Rwanda” (racism, genocide)
- “An Inconvenient Truth” (global warming)
- “Inherit the Wind” (religion, education, Evolution versus Creationism)
- “Modern Times”, Chaplin (industrialization and modernization)
- “Pleasantville” (norms, culture, socialization, prejudice and discrimination)
- “Roger and Me” (capitalism, exploitation, class conflict)
- “Sicko” (healthcare)
- “Taxi Driver” (anomic, powerlessness, alienation)
- “The Village” (culture, norms and values, modernization)

***Other books/videos may be used for this assignment with prior approval by your TA***