Sociology 1010-002, Introduction to Sociology, Spring Semester, 2012
T & H, 10:45 AM – 12:05 PM (please arrive before class begins), FMAB AUD

*** IT IS YOUR RESPONSIBILITY TO CAREFULLY READ THE SYLLABUS AND TO FOLLOW THE CLASS POLICIES, RULES, AND SCHEDULE. IT IS LIKELY THAT YOUR QUESTIONS ABOUT THE COURSE ARE ANSWERED BY THIS MATERIAL. THIS IS A VERY LARGE CLASS AND THERE ARE NO EXCEPTIONS TO THE COURSE’S GUIDELINES, EXPECTATIONS, TEST DATES, AND DUE DATES FOR ASSIGNMENTS. HOWEVER, PLEASE DON’T HESITATE TO ASK IF YOU HAVE ANY QUESTIONS THAT ARE NOT ANSWERED BELOW. ***

Instructor:
Dr. Andrew K. Jorgenson, PhD
Email: FOR THIS COURSE I PREFER THAT YOU EMAIL ME THROUGH WEB CT
Office Location: BEH S 404
Office Phone: (801) 581-8093 (NO VOICEMAIL)
Office Hours: TBA

Graduate Teaching Assistant:
• David Fields
  Email: skimysta@gmail.com
  Office Location: BEH S 417
  Office Hours: TBA

Required Text (paperback version available at the campus bookstore)

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. THIS IS AN INTRODUCTORY COURSE. WE COVER MANY TOPICS, BUT WITH LIMITED DEPTH.

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 four multiple choice exams [50 questions each] and a series of five 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, but not the additional in-class materials. 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. Given the size of the course—i.e., how many students, I must give multiple choice exams. This is not my preference, and I recognize some of you feel the same! 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:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>50</td>
</tr>
<tr>
<td>Exam 2</td>
<td>50</td>
</tr>
<tr>
<td>Exam 3</td>
<td>50</td>
</tr>
<tr>
<td>Exam 4</td>
<td>50</td>
</tr>
<tr>
<td>Assignments</td>
<td>10 each</td>
</tr>
</tbody>
</table>

250 total possible points

For final letter grades, convert your accumulated points into a percentage and use the following breakdown:


STUDENTS RECEIVE THE FINAL GRADE THAT THEY EARN—PLAIN AND SIMPLE. THERE ARE NO EXCEPTIONS. IN OTHER WORDS, “HAGGLING” WOULD BE A WASTE OF YOUR TIME AND MY TIME AS WELL.

***FROM THE DATE THAT A GRADE FOR AN ASSIGNMENT OR TEST IS POSTED (WE WILL INFORM YOU IN CLASS WHEN SCORES HAVE BEEN POSTED), STUDENTS HAVE 1 WEEK [7 DAYS!] TO MAKE INQUIRIES (E.G., “IS THE POSTED SCORE CORRECT?”, “I DON’T SEE A SCORE FOR MY ASSIGNMENT BUT I THINK I TURNED IT IN.”). INQUIRIES AFTER 1 WEEK WILL NOT RECEIVE A RESPONSE.***

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. **DO NOT ARRIVE LATE OR LEAVE EARLY UNLESS THERE IS AN EMERGENCY.** If you can’t follow this simple rule, don’t come to class.
2. **TALKING WITH FRIENDS DURING CLASS LECTURES WILL NOT BE TOLERATED. EXCESSIVE TALKING IS DISRESPECTFUL TO OTHERS. STUDENTS WHO ENGAGE IN THIS TYPE OF ACTIVITY WILL BE ASKED TO LEAVE THE CLASSROOM.**
3. 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.**
4. **IF YOU WANT TO “FACEBOOK” (ETC.), DON’T COME TO CLASS.** If you are caught doing so you will be asked to leave. **IF YOU HAVE A PROBLEM WITH THIS, DROP THE COURSE!**
5. 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, A FAILING GRADE ON THE EXAM, AND A REFERRAL TO THE STUDENT BEHAVIORAL COMMITTEE.**
6. **MY POWERPOINT SLIDES ARE NOT “FLASHY”. THEY ARE SIMPLE FOR EASE OF READING. IF YOU HAVE A PROBLEM WITH THIS, DROP THE COURSE!**
7. **THIS IS A HUGE LECTURE COURSE. THERE ARE HUNDREDS OF STUDENTS ENROLLED BUT ONLY ONE PROFESSOR AND ONE TEACHING ASSISTANT. WE WILL DO OUR BEST TO MAKE THIS A REWARDING EXPERIENCE FOR YOU.**
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

***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.***

*** THE FOUNDATIONS OF SOCIOLOGY ***

Tuesday January 10 – Course Introductions – Briefly

Thursday January 12 – Course Introductions Continued, Chapter 1 “The Sociological Perspective”

Tuesday January 17 – Chapter 1 “The Sociological Perspective”, Chapter 2 “Sociological Investigation”

*** THE FOUNDATIONS OF SOCIETY ***

Thursday January 19 – Chapter 2 “Sociological Investigation”

Tuesday January 24 – Chapter 3 “Culture”

Thursday January 26 – Chapter 4 “Society”

Tuesday January 31 – Chapter 5 “Socialization”

Thursday February 2 – EXAM 1

Tuesday February 7 – Chapter 7 “Groups and Organizations”, Assignment #1 due

Thursday February 9 – Chapter 8 “Sexuality and Society”

Tuesday February 14 – Chapter 8 “Sexuality and Society”, Chapter 9 “Deviance”

Thursday February 16 – Chapter 9 “Deviance”

*** SOCIAL INEQUALITY ***

Tuesday February 21 – Chapter 10 “Social Stratification”

Thursday February 23 – Chapter 10 “Social Stratification”, Chapter 11 “Social Class in the United States”, Assignment #2 due

Tuesday February 28 – Chapter 11 “Social Class in the United States”, Chapter 12 “Global Stratification”

Thursday March 1 – Chapter 12 “Global Stratification”
Tuesday March 6 – EXAM 2

Thursday March 8 – Chapter 13 “Gender Stratification”

***NO CLASS ON MARCH 13 AND 15*** (SPRING BREAK)

Tuesday March 20 – Chapter 13 “Gender Stratification”, Chapter 14 “Race and Ethnicity”

Thursday March 22 – Chapter 14 “Race and Ethnicity”

Tuesday March 27 – Chapter 16 “The Economy and Work”,

*** SOCIAL INSTITUTIONS ***

Thursday March 29 – Chapter 17 “Politics and Government”, Assignment #3 due

Tuesday April 3 – Chapter 18 “Families”

Thursday April 5 – EXAM 3

Tuesday April 10 Chapter 19 “Religion”

Thursday April 12 – Chapter 20 “Education”, Assignment #4 due

*** SOCIAL CHANGE ***

Tuesday April 17 – Chapter 21 “Health and Medicine”

Thursday April 19 – Chapter 22 “Population, Urbanization, and Environment”,

Tuesday April 24 – EXAM 4, Assignment #5 due

*** You may not take the fourth exam early or at a later date unless there is a verifiable and legitimate emergency. Making plans to take a trip or to “go home” is not such an event. ***

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 AND THEY MAY NOT BE SLID UNDER THE PROFESSOR'S OFFICE DOOR. SUCH SUBMISSIONS WILL BE DISREGARDED AND / OR THROWN AWAY.

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 an issue or topic of your choice. In a brief summary paper include the survey, summarize your findings, and draw conclusions regarding your research.

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.

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.

Assignment #4: Evaluate a book or video from the suggested books/videos list. Students may instead choose a book or video not on the list but that clearly is of sociological relevance. 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.

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.

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)
Race Matters, Cornel West (race)
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)
“Sicko” (healthcare)
“Taxi Driver” (anomie, powerlessness, alienation)
“The Village” (culture, norms and values, modernization)

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