

SOC 101.01/.02: Introduction to Sociology

General Education Competency Areas: Social and Behavioral Ways of Knowing, Diversity
Tuesdays and Thursdays, 12-1:15 and 1:30-2:45, TJH 108
Spring 2023

Instructor Information

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Office hours: Tuesdays and Thursdays, 3:00-4:00 (and by appointment other days/times) in my office or on Zoom. (Zoom link for office hours: <https://lcsc.zoom.us/j/84258147040>)

Course Summary

This course is an introduction to the basic concepts, theoretical perspectives, methodological approaches, and substantive issues in sociology. You will learn about culture and socialization, social interactions and institutions, social stratification, and social change in order to develop new ways of understanding your life and the diverse lives of others in the context of the broader society. This process will involve your active engagement with readings, lectures, discussions, videos, and writing.

Course Format

Our class will be a mix of mini-lectures interspersed with small- and large-group discussions along with videos some weeks. Your active participation is essential to the quality of our classroom experience and your learning. Preparing for class by reading and taking notes on the assigned chapters and articles and doing the weekly class preparation assignments is a key part of your role as a student. Additional details about expectations for our class time together are noted below under “Attendance and Engagement” and “Expectations for Classroom Behavior.”

Time Requirements

In higher education, the standard time requirements for credit hours are as follows: for every 1 credit hour, students are to complete one hour of class time and two hours of time outside of class on required coursework (reading, writing papers, studying, etc.), for a total of three hours, on average, per week, per credit hour. This means that for a 3-credit class such as this one, the time requirement per week is **nine hours** (just under three hours in class and six hours spent on coursework outside of class). Because these are averages, you will not spend exactly six hours on coursework outside of class every week. For example, during Week 1, you may spend only a couple of hours outside of class reviewing this syllabus and reading the brief article that is assigned, but then during Weeks 4 and/or 5, you may spend 8 or more hours on coursework outside of class because at that point in the semester you will not only be reading the assigned chapters for those weeks but also working on your first paper and getting ready for the first exam. What this all comes down to is that you should expect to spend considerable time outside of class on reading, writing, studying, etc., so be sure to plan your weekly schedule accordingly.

General Education Learning Outcomes

This course is designed to help you develop the competencies stipulated by the Idaho State Board of Education for the Social and Behavioral Ways of Knowing component of the General Education Core. Upon successful completion of this course, you will be able to do the following:

- i. Demonstrate knowledge of the theoretical and conceptual frameworks of sociology.
- ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
- iii. Utilize social science approaches, such as research methods, inquiry, or problem solving, to examine the variety of perspectives about human experiences.

- iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
- v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

This course is also designed to help you achieve required learning outcomes for the Diversity component of the General Education Core. In this regard, upon successful completion of this course, you will be able to do the following:

1. Demonstrate the effect of culture on human behavior.
2. Compare one's own worldview with another worldview.
3. Demonstrate how sameness and difference, as constituted through intersections of social categories (e.g., racial, ethnic, religious, regional, economic, and/or gendered backgrounds) shape the human experience.
4. Utilize information about human diversity from a variety of sources.

Course-specific Learning Outcomes

This course aims to help you gain knowledge and develop skills that will aid you in becoming a critical thinker, a successful student, and an informed, engaged member of society. To this end, in this course you will do the following, which are linked to the above General Education learning outcomes as noted in parentheses:

- gain knowledge of how society operates on the micro and macro levels (ii, iv, v, 1, 3, 4).
- learn how to interpret a broad range of human behaviors and social processes by applying key sociological theories and concepts (i, ii, iii, iv, v, 1, 3, 4).
- **develop what C. Wright Mills called a “sociological imagination,” enabling you to understand your life and the lives of others in the context of broader historical trends and social processes** (i, ii, iv, v, 1, 2, 3, 4).
- discuss social issues in an informed, critical, and civil manner and in the process gain experience sharing ideas with and receiving feedback from your peers (i, ii, iv, v, 1, 2, 3, 4).
- write essays, brief summaries, and reflection pieces in which you analyze and/or interpret social phenomena, applying sociological theories, concepts, and insights appropriately (i, ii, iii, iv, v, 1, 2, 3, 4).

Overall Goal

I want you to learn something new in this class. Sounds simple, right? Well, in my experience, this isn't always such an easy task. We all have so many taken-for-granted assumptions about how the world works, what constitutes reality, why people behave in certain ways, etc., that it is sometimes difficult for us to recognize when what we've “always known” is keeping us from learning more. I think that all of us—teachers and students alike—need to continually challenge ourselves to learn more about the world in which we live. I believe the way to accomplish this is by questioning popular interpretations of social phenomena, seeking out credible information that will help us answer our questions, and understanding that we can always learn more about any given topic. You should do well in this course if you approach the material with this in mind.

My Philosophy of Learning

My philosophy of learning derives from my more basic approach to life, which can be summed up in two words: **be curious**. The mark of an active mind is *curiosity*, a genuine desire to learn more about whatever it is you're actively studying as well as the myriad of other things that cross your path or your mind during a given day. Curiosity has driven my own academic pursuits since I was an undergraduate, and that, in turn, influences how I teach and how I hope you will approach the learning process in this class. In emphasizing this quality, curiosity, I am implicitly (and now explicitly) revealing that I think learning works best as a self-motivated, internally driven process. Interestingly, this is at odds with how we (meaning the larger enterprise of formal education) tend to approach teaching and learning in the United States, in that through the process of grading, calculating GPAs, awarding scholarships, etc., we use external rewards to motivate students. I would encourage you to reflect on this and consider the degree to which your own motivation for learning and, in turn, your academic behaviors are driven by internal versus external motivations. You're probably driven by a mix of both, which is understandable given our more general cultural orientation, but I'd encourage you to try to focus on the internal motivations a bit more. In doing so, you will likely notice a perceptual shift in how your approach your schoolwork. For example, instead of *having* to read a chapter, you might find yourself being *interested in* reading a

chapter in order to learn more about a given topic, or instead of cramming for an exam, you may begin periodically reviewing your notes and thinking about how the new concepts and theories you're learning can be applied to your own life, what you see in the news, etc. If you approach this class in this way, you will begin to see the world around you through the lens of sociology, which will undoubtedly spur further curiosity, likely beyond the bounds of what we cover in this class, and that's exactly the point: from this semester forward, you will be even more curious about the social world, which will hopefully lead to further learning throughout your life.

Required Readings

Reading is the cornerstone of your college experience. Our class dynamic and your learning depend on your active engagement with the assigned readings. What does "active engagement" entail? If you're like me, it means you may have to read certain passages several times to fully understand them, and you will definitely want to jot down notes (important points, your own insights, questions, etc.) as you read. It also requires that you block off several hours of your weekly schedule for reading for this class so that you can read entire chapters/articles in an uninterrupted fashion, rather than bits and pieces in between all of the other things on your daily to-do list. Finally, it involves consciously thinking about key points from earlier readings as you encounter new ones in subsequent readings, integrating various insights as we move through the semester. When you actively engage with readings, you are building your knowledge, changing your understanding of the world, and forging new neural connections in your brain. What an amazing process we undertake when we read with such purpose!

The following **required book** is available at the LCSC Bookstore and from various booksellers online:

Andersen, Margaret L., and Howard F. Taylor. 2020. *Sociology, The Essentials*, 10th Ed. Cengage.

In addition to the textbook, selected chapters and articles are posted on Canvas in the "Readings" module. These readings are also required, and as you'll quickly learn, they are just as important as the textbook.

You should always have the textbook and any other readings (printed or electronic copies) readily available during our class sessions because we will directly reference them in our discussions. If you prefer hardcopies of the chapters and articles on Canvas, the cost of printing all of them is approximately \$35-\$40 if you use one of the library's printers.

Assignments and Grading

Your final grade will be based on the following:

Quizzes – 15% You will take near-weekly quizzes in Canvas to assess your comprehension of the course material (readings, lectures, videos). The quizzes will be comprised of approximately 10 multiple-choice, true/false, and/or short-answer questions and will have a time limit of 20 minutes. **Each quiz must be taken by midnight on Wednesday during the week it is assigned.** I strongly recommend waiting until after Tuesday's class to take each week's quiz because we will often be finishing up our coverage of the previous week's material (which is what each quiz covers) at the start of class on Tuesdays. *There are 9 quizzes, and your two lowest grades are automatically dropped.*

Class Preparation Assignments – 20% Most weeks you will complete a relatively brief writing assignment in preparation for class that will ask you to reflect on and/or apply what you are learning from the readings. These assignments will be posted on Canvas on Friday afternoons in the module for the following week and should take you 15-40 minutes to complete (not including the time required to read the chapters/articles on which they are based), depending on the assignment. ***They must be submitted (in Canvas) by noon on Tuesdays or Thursdays, depending on the week.*** The day they are due each week will be noted in the assignment instructions and is also noted in the course schedule on the last few pages of this syllabus. *There are 11 of these assignments, and your three lowest grades are automatically dropped.*

First exam – 15% The first exam will consist of a combination of multiple choice, true/false, fill-in-the-blank, short answer, and/or essay questions on material covered during the first part of the semester.

Second exam – 15% The second exam will consist of a combination of multiple choice, true/false, fill-in-the-blank, short answer, and/or essay questions on material covered during the second part of the semester.

First Essay – 10% The first essay is a 4-5-page formal paper in which you will reflect on and/or analyze specific social phenomena/aspects of society, with references to the course readings. Instructions will be posted on Canvas approximately two weeks before the essay is due.

Second Essay – 10% The second essay is a 4-5-page formal paper in which you will demonstrate your ability to apply key concepts, ideas, and sociological insights that you have learned over the course of the entire semester. Instructions will be posted on Canvas approximately three weeks before the essay is due.

Participation and Engagement – 15% You are required to actively engage in our class sessions by coming to class having completed the assigned readings and regularly contributing to both small-group and full-class discussions. I will make note of times when you do or don't actively participate as well as the quality of your participation (the degree to which you demonstrate engagement with the readings and other course material, attention in class, etc.), and from those notes I will assign you a score of 1-20 for participation and engagement at the end of the semester. You will also do a self-assessment of your level of participation and engagement, for which you will assign yourself a score of 1-10. These scores (the one I assign based on my notes and the one you assign yourself based on your self-reflection) will be added together to form this portion of your grade. Specific instructions for how to do your self-assessment will be posted on Canvas near the end of the semester.

Extra credit – 2% You can earn extra credit by completing the Indiana University Plagiarism Tutorials and successfully passing a Certification Test. This is where you will find the tutorials and complete instructions for how to take a test: <https://plagiarism.iu.edu/index.html>. ***You can earn this extra credit by forwarding your certification email from Indiana University to me (leearles@lcsc.edu) by the end of Week 4 (that Friday by midnight).*** (Simply forward me the email they send you, which will include a certificate stating that you have passed the test. You can take the test as many times as necessary if you don't pass it the first time.)

Extra credit – 1% If you turn your essays in on time, you will earn half a percentage point of extra credit for each one.

LCSC's grading scale, based on the percentage earned at the end of the semester:

A = 93-100%	B- = 80-82%	D+ = 67-69%
A- = 90-92%	C+ = 77-79%	D = 60-66%
B+ = 87-89%	C = 73-76%	F = 59% or less
B = 83-86%	C- = 70-72%	

Keeping track of your grade and reviewing graded assignments:

All grades will be posted on Canvas. Weekly assignments typically will be graded within one week of when they are due; exams will also be graded within approximately one week, and essays will be graded within approximately two weeks of when they are due. Quiz grades will usually be released within one day of their due dates.

For written assignments, *always be sure to review the grading rubric and any comments I provide*, both of which you can view on the Grades page in Canvas. The rubrics and my comments are intended to help you continually improve throughout the semester. If you ever have any questions about a grade, you can address your concerns to me in writing via email (*not* as a comment below my grading feedback, which I may or may not see) with reference to the instructions and rubric for the assignment *within one week* of when the grades for that assignment are posted.

Important notes on quizzes and exams:

Any information from the readings is fair game for exams and quizzes, whether or not it is explicitly covered in class. Also note that the lectures will sometimes introduce material not covered in the textbook or other readings, so **good note taking is key to your success in this class.**

Review sheets will be posted in advance of the exams, and prior to that, important concepts, theories, and key points for each broad topic will be included as a list on the “Overview” page in the weekly modules in Canvas, so you’ll be aware of the especially important information to focus on as you read and take notes.

The quizzes cover the readings, Powerpoint slides, and lectures for each topic; they are not cumulative. They emphasize key terms (specific concepts, theories, etc.) and their application.

Quizzes and exams are open-note and open-book, but they will be timed, so you must be well prepared for them and pace yourself while taking them in order to do well. Their intended purpose is to make sure you understand the assigned readings, lectures, videos, etc., so you need to fully engage with those course materials, taking notes as you read, listen, and watch. ***You may not consult with anyone or use any sources of information other than course materials while taking a quiz or exam; your answers must be your own.***

Evaluation criteria:

The grading of **quizzes and exams** is straightforward with regard to multiple choice, true/false, and fill-in-the-blank questions—answers are either correct or incorrect. For short answers and essays on exams, your answers will be graded according to the degree to which you demonstrate engagement with and good comprehension of the readings and lectures, use sociological terminology correctly, and write clearly.

My assessment of the **participation and engagement** portion of your grade will be based on the following: attendance, thoughtful contributions during class that demonstrate you have read the assigned chapters and articles, and respect for the learning environment (being attentive, being respectful toward your classmates, not using your phone or laptop for anything other than accessing the course readings or notetaking, etc.). See the next two sections, “Attendance and Engagement” and “Expectations for Classroom Behavior” for more details on how to effectively participate and engage in class.

The weekly class preparation assignments take two forms. Some weeks they will be **free-writing assignments**, meaning that they will be like journal entries, and you will not be graded on the technical quality of your writing, whereas other weeks they will be **formal writing assignments**, meaning that you will be graded on the technical quality of your writing (grammar, spelling, etc.). Each assignment will be clearly labelled as either a free-writing assignment or a formal writing assignment at the start of the instructions, and the associated, respective grading rubrics will reflect this distinction. Both forms of these assignments will be graded according to the degree to which your response to the question(s) I pose illustrates that you are engaging with the course readings, taking time to write a thoughtful response, using sociological terminology correctly, and making connections between/among key points/concepts.

Your essays are formal pieces of writing. They will be graded according to the thoroughness with which you have addressed the question(s) posed; the extent to which you offer a critical, sociological reflection/analysis/interpretation; the extent to which you have integrated course readings, lectures, films, and discussions, as appropriate; and the clarity and coherence of your writing (i.e., how technically well-written, organized, and logical your writing is). **I use the following holistic rubric for grading your essays:**

- “A”s are reserved for truly superior work that illustrates depth, breadth, and nuanced comprehension of the course material and nearly flawless writing and includes correct APA-style in-text citations.

- “B”s are assigned to above average, well-written work that answers the questions posed in a sociological manner and includes correct (or nearly so) APA-style in-text citations.
- “C”s are an indication that more detail and analysis are needed, your points may not be entirely correct, your writing noticeably needs improvement, and/or you have not incorporated and/or correctly cited the course readings.
- “D”s are a sign that your analysis/interpretation is deeply flawed, and/or you have not completely answered the questions posed, and/or your writing needs significant improvement.
- “F”s are an indication that you have not met the basic requirements of the essay (answering the questions posed in at least a somewhat sociological manner) and/or your writing is unacceptable.

Important note on essays: *I do not read and provide written feedback on rough drafts of your essays*, but I am always happy to help you with any needed clarification of the instructions and with idea formulation/brainstorming as you are working on them, so please utilize my office hours to chat with me about your essays if you have questions as you’re writing them or simply want to bounce some ideas around.

***Note on rubrics:** I use points-based rubrics in Canvas for grading the essays and weekly class preparation assignments. They align with the criteria outlined above for each of these assignment types, and you will be able to view them prior to writing each assignment/essay, which I encourage you to do.

Attendance and Engagement

I believe very strongly in the benefits of regular attendance and a high level of engagement with the course material. **You will not do well in this course if you do not attend class on a regular basis, thoroughly engage with the readings, and periodically review your notes.** You also need to log into Canvas regularly in order to read any announcements or other important information I’ve posted, preview (and review) the Powerpoint slides for the week, and also, of course, submit the weekly class preparation assignments and take quizzes. **Previewing the Powerpoint slides I post each week on Mondays will help you anticipate the sorts of key points we’ll be discussing in class**, which will, in turn, help you be better prepared for active participation.

If you happen to miss a day of class for *non-health-related* and otherwise routine reasons, please *do not* email me asking what you missed. Instead, it is your responsibility to stay abreast of the material we’re covering by following along with the course schedule (on the last few pages of this syllabus), completing the required readings for the week noted therein, and reviewing the Powerpoint slides and any other information posted on Canvas for the day(s) you were absent. I also strongly suggest getting notes from a classmate for any class session you miss.

When it comes to missing class for *health-related reasons, emergencies, or similarly serious reasons*, first and foremost, please *do not come to class if you are feeling unwell.* If you wake up one day with a sore throat, a cough, unusual fatigue, etc., you should not attend class. Instead, refer to the course schedule (on the last few pages of this syllabus) and materials posted on Canvas (Powerpoint slides, videos, etc.) to keep up with what we’re covering for that day. ***In such instances, if you are missing only one day of class, you do not need to contact me,*** although you certainly can if you would like to let me know why you have to miss class. I trust that you can keep up with what we’re doing, get notes from a classmate, and return to class when you’re feeling better. However, *if you would like assistance with getting notes* (again, if it’s for a health-related reason or emergency), *please do let me know*, and I will either provide a version of the notes for the topic we’re covering or assist you in getting notes from a classmate.

If you face a more serious illness or hardship at any point in the semester (a family emergency, a prolonged illness, etc.) **that will result in you missing multiple, consecutive days of class, then I *definitely do want to hear from you*** and will assist you in getting notes for the days you have missed.

Bottom line: Come to class prepared and ready to engage in a discussion of the readings—unless you’re sick, in which case, stay home. If you miss class for health-related or other serious reasons (affecting you, a family member, a pet, etc.), I’m happy to assist you in getting notes for any days of class you miss.

Expectations for Classroom Behavior

In coming to class, you are agreeing to abide by the following basic norms of courtesy and respect for others, which are aimed at providing a productive learning environment for all students:

- **Arrive on time, and do not leave early for arbitrary reasons.** If you know that you need to arrive late or leave class early one day for a legitimate, unavoidable reason, let me know *before* class (via email or in-person at the start of class), but this should not be a regular occurrence.
- **Do not begin putting away your notes and shuffling things around as the class period nears its end.**
- **Do not chat with your neighbors during lectures or while your classmates are speaking;** it is *very* distracting.
- **Interact with your fellow classmates and me respectfully,** which involves being attentive when others are speaking, thoughtfully considering different points of view, and couching your points in a constructive manner.
- **Turn off cell phones before class starts.** If you need to be available for family members for health or safety reasons, please put your phone on vibrate mode, and then if you need to take an important, time-sensitive call or text, you can discreetly leave the classroom to do so.
- **Don't read or respond to text messages during class.** Keep your phone in your backpack or purse while you are in class unless you are using it to access one of the required readings. Out of sight, out of mind, right?
- **Finally, abstain from internet use in class except to access digital versions of the assigned readings.** Despite the fact that that cute person you're enamored with has just messaged you, please do not read or respond to emails/messages in class. Similarly, if there is something you want to google, make a note of it to do after class. Laptops and tablets may be used for note-taking purposes, but even then, I recommend against using them in that way, because there is evidence that the physical act of writing helps you learn better than typing does. See for yourself: <https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

Bottom line: *Be engaged in the present moment and be considerate of those around you.* It's a way of being that will serve you well in a variety of professional and personal settings throughout your life.

Policies on Make-ups and Late Assignments

The following policies are aimed at fair treatment of all students with regard to course expectations and due dates:

- **Quizzes cannot be made up; they must be taken each week by their deadline.** As noted above in the description of quizzes under "Assignments and Grading," your two lowest quiz grades will be dropped, so missing one or two quizzes will not impact your grade in any way. **This policy of dropping the two lowest grades is meant to account for *any and all* reasons for missing a quiz: illness, emergencies, LCSC-sanctioned travel, etc., or simply because you forgot to take one.**
- **The weekly class preparation assignments cannot be turned in late.** Their purpose is to help you prepare for class discussions, so doing them after the fact defeats the purpose. **The three lowest grades on these assignments are dropped, which, like the policy on quizzes, is meant to account for *any and all* reasons you might have for missing one (or two or three).**

The above policies are aimed at eliminating the need for me to field various reasons students may have for missing a quiz or weekly assignment. In other words, they are designed to eliminate the need for students to tell me why they missed a quiz or assignment or for me to have to make judgement calls in assessing whether a make-up is warranted, and they provide plenty of leeway to account for the variety of reasons someone might have for missing up to two

quizzes or up to three weekly assignments. With these points in mind, *please do not email me asking if you can make up a quiz or weekly assignment*. If you do, I will simply refer you back to these policies, which, again, are aimed at fairness.

- ***Make-up exams will be allowed in rare circumstances for students with legitimate reasons*** (for example, LCSC-sanctioned absences*) **who communicate with me in advance**. Emergency situations** and serious illnesses*** can also warrant an exam make-up, but in all but the direst circumstances, ***you must contact me prior to the start of the exam availability period in order for me to consider a request for a make-up***.
- ***Students who submit essays by their respective due dates/times will receive half a percentage point of extra credit (on their final grade in the class). Essays received within 12 hours of their due dates/times will be accepted without penalty. Beyond that, except for in extenuating circumstances, essays not submitted within 12 hours of their due dates/times will receive an automatic half-letter-grade (5%) deduction for every additional 12 hours they are late***. For example, if you turn in an essay after midnight on the date it is due but before noon the next day, there is no penalty; however, if you turn it in after noon but before midnight that next day, 5% will be deducted, and if you turn it in after midnight that day (i.e., more than 24 hours after it was due), 10% will be deducted, and so on. ***If you think you have an extenuating circumstance, you must contact me before the essay is due***. I will handle such claims on a case-by-case basis.
- **For essay submissions, if you submit a blank document, an assignment intended for another class, or a file type that does not automatically open in Canvas, it will be treated as a late assignment, subject to the same lateness penalties outlined in the previous bullet point.**

****LCSC-sanctioned excused absences include required absences related to NAIA sports participation, ROTC, ASLCSC officer responsibilities, or similar. You must notify me by email in advance of an exam if you have an LCSC-sanctioned absence that will affect your ability to take the exam.*** If you ever need to submit an essay or weekly class preparation assignment or take a quiz that is due while you are out of town for a sanctioned absence, *you will simply submit/take it on Canvas before you leave or from wherever you're located while travelling*, or you can simply choose to skip up to two quizzes or up to three class preparation assignments given that the lowest two and three grades in those respective categories are automatically dropped.

*****Emergencies are serious, unforeseen medical or personal situations affecting you, a family member, a pet, etc., that require immediate attention.*** If you face an emergency during the semester, please attend to it; then notify me as soon as you are able, and we will work together to figure out appropriate accommodations if the emergency prevented you from taking an exam or submitting an essay on time. Please be prepared to meet with me (in person or via Zoom) to discuss the issue, if necessary.

******Serious, extended illnesses:*** If you come down with a serious illness (physical or psychological) during the semester that may prevent you from taking an exam or submitting an essay on time, let me know as soon as possible, and in those cases, we will work together to figure out appropriate accommodations. (Providing medical documentation is helpful but not always necessary, depending on the illness/issue.)

Academic Integrity

All of your written work, ideas expressed therein, and quiz/exam answers must be your own work. Following standard practice for academic writing, you will, of course, be asked to integrate and cite insights and occasional key quotes from the assigned readings, but you must do this in an original way (i.e., you must think about the material *yourself* and synthesize the material *yourself*) and not use summary sources of information such as Wikipedia or any of the variety of websites that you might google to look up sociological concepts and theories. You are also not permitted to use any form of artificial intelligence to complete assignments, essays, or quizzes/exams or to have someone else write a paper or assignment for you. ***The point of taking a college class is for you to grapple with the assigned readings and other course materials and demonstrate that you have gained an independent understanding of them.***

With the preceding points squarely in mind, any instance of plagiarism, cheating, or other form of academic dishonesty will not be tolerated. **If you plagiarize or otherwise cheat on a quiz, exam, essay, or assignment, you will automatically receive a zero on that quiz/exam/essay/assignment**, which may lower your overall grade substantially, and, depending on the seriousness of the offense, I may also report the incident to the Vice President of Student Affairs, which will result in a formal sanction. I also reserve the right to assign you **a failing grade for the entire course** in especially egregious cases, such as copying full sentences directly from a website, the textbook, another student's paper, or other sources and presenting them as your own. Also, **you should never share your written work (a draft of an assignment/paper, a paper written for a previous class, etc.) with another student** except in the context of a formal peer review initiated by an instructor, **and you are not allowed to consult with anyone (fellow students, roommates, etc.) while taking quizzes and exams.**

To address a relatively new form of academic dishonesty, **if I suspect the use of artificial intelligence or that someone else has written a paper, assignment, or exam answer that you have submitted, you will be required to take an oral exam on the same material as the paper/assignment/exam in question.** Depending on the outcome of the oral exam, you may be subject to the same sanctions noted above for other forms of academic dishonesty (a zero on the assignment and/or outright failure of the course and a formal report filed with the V.P. of Student Affairs).

The best approach for avoiding academic dishonesty is to carefully read the assigned chapters/articles, give them some thought, and then put ideas into *your own words* in a way that demonstrates that you understand the material, and, when appropriate, cite key ideas and instances of paraphrasing, and occasionally include especially relevant direct quotes from others, properly cited and noted with quotation marks around exact phrasing and introduced with a signal phrase or in some other way. **For a review of how to properly integrate information from the assigned readings in your writing, reference the "Writing Resources" section of the "Important Course Resources" module in Canvas.** It contains several articles and guides, including the Purdue OWL APA in-text citation style guide and a link to the Indiana University Plagiarism Tutorials, which you can complete for extra credit (as noted above under "Assignments and Grading").

Finally, another key aspect of academic integrity has to do with the final grade you earn in the class. Final grades are based on the total points you earn throughout the semester on graded assignments as well as any extra credit you may earn, as detailed in the "Assignments and Grading" section of this syllabus. **Under no circumstances should you ask for extra points to be awarded or for additional extra credit opportunities at the end of the semester because your final grade is not as high as you were hoping that it would be** (for the purposes of scholarships, sports eligibility, or any other reason). Doing so would be asking me to treat you differently than I treat your classmates, which would be unfair to them and therefore ethically problematic. If you ever have any questions about your grades on particular assignments and/or believe that I have made a grading error, you can address your concerns to me, in writing (via email), within one week of when an assignment has been graded. Any such questions or concerns should be specific and reference the grading criteria (and rubric, if applicable) for the assignment. If warranted, we will then meet to discuss your concerns/questions in order to clarify how the assignment was graded.

If you have any questions about what is meant by the terms "academic dishonesty" or "plagiarism," please ask me for an explanation or clarification. As the old saying goes, ignorance of the law (or basic concepts and policy in this case) is no excuse. Please do not jeopardize your academic future by engaging in such foolish behavior.

Documented Accessibility Needs

If you have a documented need for accommodations to ensure accessibility, please let me know during the first two weeks of the semester, and we will work together to ensure appropriate accommodations.

Audio/Video Recording

Audio or videorecording of our class sessions is prohibited. We cover sensitive topics in this course, and everyone should feel free to discuss such topics in an open manner without fear that their words will be taken out of context. If you have trouble listening to lectures and taking part in discussions and taking notes at the same time, we can find a solution

through a combination of practice/skill-building on your part and supplemental notes from another student if necessary. Also, the Powerpoint slides will be posted on Canvas, so you can always print out or review those as needed.

Contacting Me and Office Hours

If you have questions about the course material or would like to further discuss any of the topics we are covering, please come chat with me during my office hours, **Tuesdays and Thursdays, 3:00-4:00**. Office hours are specifically for students, so don't be shy about using them – they're meant for you! If you would like to schedule a specific meeting time during those office hours, send me an email a day or two in advance, and I'll pencil you in for your preferred time. Otherwise, you can simply drop by my office, Spalding Hall 222.

If you prefer to meet on Zoom, please email me in advance, so I know you want to meet that way, and I'll be happy to hop on Zoom during my office hour. Here is the link to use: <https://lscs.zoom.us/j/84258147040>. When you click on that link, you will enter a virtual waiting room at first, and I will then let you into the virtual meeting space as soon as I can (it may be a few minutes if I'm already meeting with another student).

If you cannot meet during my regular office hours, I'm happy to set up an appointment with you for a different time. You can chat with me after class to set up an alternative time or simply email me such a request.

If you need to contact me for quick questions or to relay information to me outside of office hours or class time, the best way to reach me is via email at leearles@lscs.edu. (Please note, *this is not an lmail address*. Your email may automatically enter an lmail address when you start typing my name or address, but make sure you are actually sending your email to my leearles@lscs.edu address. Otherwise, I may not receive it.) I check email on weekdays before 5 p.m. and will typically respond within 24-48 hours. If your question/issue requires more than a brief response, I may request that we schedule a meeting to discuss things further. Also, this should go without saying, but when emailing me (and any of your other professors) be sure to compose your email as you would to any other professional contact. Include a subject line, a proper salutation ("Dear Prof. Earles"), and use good writing. **All this being said, please use email sparingly.** After all, for most basic questions about the class, you can likely find the answers in this syllabus or catch me right after class to chat.

Course Schedule

The following course schedule is subject to change, depending on our progress in covering the material, circumstances beyond our control, etc. Any changes will be announced in class and/or via Canvas, so please get in the habit of checking your lmail and Canvas a few times a week so that you are aware of any time-sensitive announcements I might make. Also, *it is your responsibility to know what is announced in class, whether or not you are present at the time.* I will post major announcements on Canvas, but I also sometimes make brief announcements at the start of class.

Your active engagement with each week's assigned readings is key to your success in this class. The readings for each week typically include a chapter from the textbook, noted below as "A & T" (for Andersen and Taylor, the authors' last names) and one or more chapters/articles posted in the "Readings" module in Canvas, noted below by the author's last name and title (which is also how they appear in the Readings module). As mentioned above under "Required Readings," it is crucially important to closely engage with the assigned readings.

The chapters/articles listed for each week are to be completed prior to the class in which we are covering them so that you are able to engage in informed discussions about the readings with your fellow classmates and respond to any questions that I might ask you about the material. I have listed which day of the week we'll be covering each reading (Tuesday or Thursday), so you can plan accordingly. **Again, read the assigned chapters/articles before class on the day they are listed below.**

Be sure to have your textbook and the other assigned readings with you in class so that you can directly reference specific passages when asked to do so. This means you will need to bring your book with you and also either print out the readings posted on Canvas or bring a laptop or tablet to class with you to access them online. I will often highlight

especially interesting/significant passages and also ask you to point to passages you found particularly interesting as we are discussing the readings together as a class. ***Your ability to demonstrate that you have closely engaged with the assigned readings will factor prominently in your participation and engagement grade.***

The Powerpoint slides for each topic/week will be posted in the weekly modules in Canvas by Monday afternoons/evenings so that you can use them to help organize your notetaking and also for quiz and exam review purposes. As emphasized above under “Attendance and Engagement,” **previewing the slides for the week before class will help you prepare for our class discussions.**

Videos shown in class will be posted on Canvas in the weekly modules when possible (i.e., when they are readily available online in an accessible format). ***You may occasionally need to watch brief videos on your own time; I will note in my announcements on Canvas if you need to watch a particular video before or after class; otherwise, you can assume we will watch them together in class.***

As you can see below and as noted above in their description under “Assignments and Grading,” quizzes are due on Wednesdays at midnight. They are due on Wednesdays because they cover the previous week’s topic, which we will sometimes be wrapping up during the start of class on Tuesdays, so having the quizzes due on Wednesdays ensures that we have completely finished our coverage of the material each quiz covers.

The days the weekly class preparation assignments are due are noted below for each week. Note that sometimes those weekly assignments are due on Tuesday and other weeks they’re due Thursday. ***They are always due by noon.***

Week 1 (1/17, 1/19): Introduction to the course and to each other

Reading: Thursday: Syllabus (the document you are reading right now)
Cohan, “Finding Success in Your Second Semester”

Week 2 (1/24, 1/26): How sociologists see the world: The sociological imagination and social theory

Reading: Tuesday: A & T, Ch. 1 (pp. 1-14)
Mills, “The Promise”
Strassman, “‘I Blame Myself’: Retirement remains out of reach for millions of Americans”
Thompson, “Why American Teens Are So Sad”

Thursday: A & T, Ch. 1 (pp. 14-25)

Class preparation assignment due by noon on Tuesday

Week 3 (1/31, 2/2): How sociologists study the social world: Social research methods

Reading: Tuesday: A & T, Ch. 3

Quiz 1 (on Week 2) must be taken by midnight on Wednesday.
Class preparation assignment due by noon on Thursday

Week 4 (2/7, 2/9): Culture, socialization, and generational change

Reading: Tuesday: A & T, Ch. 2

Thursday: Henslin, “An Overview of U.S. Values”
Samuel, “7 Keys to True Success”
Dimock, “Defining Generations [...]”
Parker and Igielnick, “[...] What We Know About Gen Z So Far”
(Recommended: Bialik and Fry, “Millennial Life [...]”)

Quiz 2 (on Week 3) must be taken by midnight on Wednesday.

Class preparation assignment due by noon on Thursday

***EXTRA CREDIT (optional): Indiana University Plagiarism Certification Test due by midnight on Friday, Feb. 10 (See “Assignments and Grading” for details.)**

Week 5 (2/14, 2/16): Culture, socialization, and generational change (continued)

Reading: Tuesday: A & T, Ch. 4 and Ch. 5 (pp. 121-125 only)

Thursday: Twenge, “Have Smartphones Destroyed a Generation?”
(Recommended: Abi-Jaoude et al., “Smartphones, social media [...] youth mental health”)

Class preparation assignment due by noon on Thursday

No quiz this week

Week 6 (2/21, 2/23): The structure of society: from the micro to the macro levels and FIRST ESSAY DUE

Reading: Tuesday: A & T, Ch. 5 (pp. 104-107, 112-116) and Ch. 6 (pp. 126-130, 139-147)

Thursday: Ritzer, “An Introduction to McDonaldization,” and “The Irrationality of Rationality”

Quiz 3 (on Weeks 4 and 5) must be taken by midnight on Wednesday.

Class preparation assignment due by noon on Thursday

***FIRST ESSAY due by midnight on Thursday, Feb. 23**

Week 7 (2/28, 3/2): The structure of society (continued) and FIRST EXAM – no class on Thursday

Reading: Tuesday: A & T, Ch. 5 (pp. 108-112)

Thursday: Catch up and review for the exam

Quiz 4 (on Weeks 6 and 7) must be taken by midnight on Wednesday.

No class preparation assignment this week

***FIRST EXAM taken on Canvas between Thursday, March 2, at noon, and Monday, March 6, at noon**

Week 8 (3/7, 3/9): Deviance, crime, and social control

Reading: Tuesday: A & T, Ch. 7 (pp. 149-156 and 170-173)
Chambliss, "The Saints and the Roughnecks"

Thursday: A & T, Ch. 7 (pp. 156-170)

Class preparation assignment due by noon on Tuesday
No quiz this week

Week 9 (3/14, 3/16): Social stratification and social class

Reading: Tuesday: A & T, Ch. 8

Thursday: Woolf et al., "How Are Income and Wealth Linked to Health and Longevity?"
Baker, "A Town's Housing Crisis Exposes a 'House of Cards'"
Becker, "Evidence Grows of Poverty's Toll on Young Brains, Academic Achievement Gap"
Reardon, "No Rich Child Left Behind"

Quiz 5 (on Week 8) must be taken by midnight on Wednesday.
Class preparation assignment due by noon on Thursday

Week 10 (3/21, 3/23): Race, ethnicity, and social stratification

Reading: Tuesday: A & T, Ch. 10 (pp. 235-244)

Thursday: A & T, Ch. 10 (pp. 245-256)
Korver, "Privileged"
Jones, "Levels of Racism: A Theoretic Framework and a Gardeners Tale"

Quiz 6 (on Week 9) must be taken by midnight on Wednesday.
Class preparation assignment due by noon on Thursday

*****Spring Break (3/27-3/31)*****

Week 11 (4/4, 4/6): Race, ethnicity, and social stratification (continued)

Reading: Tuesday: A & T, Ch. 10 (pp. 256-262)
Bailey et al., "How Structural Racism Works [...]"
Darity et al., "What We Get Wrong About Closing the Racial Wealth Gap" (Read these sections: "Introduction" and Myths 1 and 2 [pp. 1-14], Myth 7 [pp. 37-41], and Myth 9 [pp. 45-50])

Thursday: A & T, Ch. 10 (pp. 263-267)
Gallagher, "Color-Blind Privilege [...]"

Class preparation assignment due by noon on Thursday
No quiz this week

Week 12 (4/11, 4/13): Gender and social stratification

Reading: Tuesday: A & T, Ch. 11 (pp. 268-280)

Thursday: A & T, Ch. 11 (pp. 280-297)

Class preparation assignment due by noon on Tuesday

Quiz 7 (on Weeks 10 and 11) must be taken by midnight on Wednesday.

Week 13 (4/18, 4/20): Gender and social stratification (continued) and SECOND EXAM – no class on Thursday

Reading: Tuesday: Espiritu, “All Men Are Not Created Equal: Asian Men in U.S. History”

Thursday: Catch up and review for the exam

Quiz 8 (on Weeks 12 and 13) must be taken by midnight on Wednesday.

No class preparation assignment due this week

***SECOND EXAM taken on Canvas between Thursday, April 20, at noon, and Monday, April 24, at noon**

Week 14 (4/25, 4/27): Society and the environment

Reading: Tuesday: A & T, Ch. 16 (pp. 425-433 and 440-441)

Thursday: Zaveri et al., “How the Storm Turned Basement Apartments into Deathtraps”
University of Michigan, “U.S. Environmental Footprint”

Class preparation assignment due by noon on Thursday

Week 15 (5/2, 5/4): Society, the environment, and social change and SECOND ESSAY DUE

Reading: Tuesday: TBA

Quiz 9 (on Weeks 14 and 15) must be taken by midnight on Wednesday

No class preparation assignment due this week

***SECOND ESSAY due by midnight on Friday, May 5 (early submissions welcome)**

Coronavirus-related Caveat

If I contract COVID (or another contagious illness) this semester but have relatively mild symptoms, we may hold one or more class sessions on Zoom in order to keep pace with the course schedule. However, if I am ever too ill to hold class, we may have to slightly modify the course schedule to account for missing a day (or more) of class. I will announce any such changes on Canvas, so please log in regularly to check for any announcements in this regard.