

SOC 101.01: Introduction to Sociology

General Education Competency Areas: Social and Behavioral Ways of Knowing, Diversity

Tuesdays and Thursdays, Noon-1:15, ACW 134

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Instructor Information

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Office hours: Tuesdays and Thursdays, 1:30-2:30 (and by appointment other days/times) on Zoom or in my office. Use this link <https://lcsc.zoom.us/j/84258147040> to drop in on Zoom during those scheduled times, or you can simply come by my office then. Please note: Well-fitting face masks that cover your mouth and nose are required for in-person meetings in my office.

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. Preparing for class by doing the assigned readings and weekly class preparation assignments is an essential 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 a particular social science discipline.

- 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 and apply 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 the night before 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 \$25-30 if you use one of the library's printers.

Assignments and Grading

Final grades are calculated using a **200-point scale** based on the following:

Quizzes – 20% (40 pts.) 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 Sunday during the week for which it is assigned.** (There are two exceptions to this: Quizzes 4 and 8 have Wednesday deadlines, as noted in the course schedule at the end of this syllabus.) I strongly recommend waiting until after Thursday's class to take each week's quiz. *There will be 10 quizzes worth five points each, and your two lowest grades will be dropped.*

Class Preparation Assignments – 25% (50 pts.) 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 required time to read the chapters/articles on which they are based), depending on the assignment. **They must be submitted (on Canvas) by 11:30 a.m. 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 12 of these assignments, worth five points each, and your two lowest grades will be dropped (which means, theoretically, you only need to submit 10 of them).*

First exam – 15% (30 pts.) 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% (30 pts.) 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% (20 pts.) The first essay is a relatively brief, formal paper, approx. 4-5 pages in length, 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 – 15% (30 pts.) The second essay is a 5-6-page formal paper in which you will demonstrate your ability to synthesize key concepts, ideas, and sociological insights that you have learned over the course of the entire semester. Instructions will be posted on Canvas approx. three weeks before the essay is due.

Extra credit – 2% (4 pts.) 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 (Friday, Feb. 11).

Important notes:

***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 and engagement with the lecture material 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 weekly quizzes cover the readings, Powerpoint slides, and lectures for each week; they are not cumulative.** They emphasize key terms (specific concepts, theories, etc.) and their application.

***Quizzes 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.

Overall grading scale, based on total points earned at the end of the semester:

A = 93-100% (185-200 pts.)
A- = 90-92% (179-184 pts.)
B+ = 87-89% (173-178 pts.)
B = 83-86% (165-172 pts.)
B- = 80-82% (159-164 pts.)
C+ = 77-79% (153-158 pts.)

C = 73-76% (145-152 pts.)
C- = 70-72% (139-144 pts.)
D+ = 67-69% (133-138 pts.)
D = 60-66% (119-132 pts.)
F = 59% or less (118 or below)

Keeping track of your grade:

All grades will be posted on Canvas, but Canvas may not always show you the correct percentage grade on exams and possibly other assignments because Canvas doesn't easily allow for the point system I use or the way I sometimes embed extra credit into exams and quizzes. For example, I may add a couple of extra-credit points to the first exam, so that it's comprised of 32 points overall; however, as noted above in its description, *it's actually worth 30 points* – those two extra points would simply be added on to your raw score if you answer those questions correctly – so whatever you score on the exam is still going to be divided by 30 in the end, but Canvas will automatically divide by 32 (since that's what it will calculate the exam to be worth if I embed those two extra points) and therefore display a percentage grade that is lower than what your grade actually is. To illustrate, say your score on the first exam is 27 points. Your grade is therefore 27/30, or 90%, an A-, but if I have embedded two points of extra credit, Canvas will think the exam is worth 32 points and therefore divide 27 by 32 and show you a grade of 84%, a B, which is significantly lower than what your grade on the exam actually is.

That said, the good news is, *at any time during the semester you can calculate your own grade by simply adding up the number of points you've earned so far on quizzes, exams, assignments, and essays and dividing by the total number of points those quizzes, exams, etc. are worth*, as noted above in the description for each of those components of your grade. Also, remember that your two lowest quiz and class preparation assignment grades are dropped, so if you miss a quiz/assignment or two or don't do well on a couple of them, you can simply disregard the two lowest grades for each of those categories. I intentionally make my grading simple and transparent so that you always know where you stand.

Evaluation criteria:

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 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 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.

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 the readings and lectures, use sociological terminology correctly, and write clearly.

The weekly **class preparation assignments** will be graded* according to the degree to which your response to the question(s) posed illustrates that you are engaging with the course readings; taking time to write a thoughtful, well-written response; using sociological terminology correctly; and making connections between/among key points/concepts.

***Note:** I use points-based rubrics in Canvas for grading the essays and weekly class preparation assignments. They align with the criteria outlined here for each of these assignment types, and you will be able to view the rubrics prior to doing each assignment/essay. Also, although **I do not read and give written feedback on rough drafts of your essays**, I am *always* happy to help you with any needed clarification of the instructions and with idea formulation as you are engaged in the writing process, so please utilize my weekly 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.

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 check 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 only missing one day of class, you do not need to contact me.*** I trust that you can keep up with what we're doing, get notes from a classmate, and then return to class when you're feeling back to normal. However, *if you would like assistance with getting notes for the day you've missed* (again, if it's for a health-related reason or emergency), please let me know, and I will provide a version of the notes for the topic we're covering and/or put you in touch with a classmate who can share their notes.

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 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 attending our class sessions, you are agreeing to abide by the following basic norms of behavior, 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.

- **Please do not begin putting away your notes and shuffling things around as the class period nears its end.** This can be distracting for everyone. I keep an eye on the clock and will make sure to end class on time.
- **Do not chat with your neighbors during lectures; it is very distracting for everyone.** I'm sure you've all had a class where a pair of friends sitting next to each other constantly talked or whispered to one another. That's not an acceptable practice in a college classroom.
- **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.
- **Limit your distractions by turning off your cell phone and stowing it in your purse or backpack, and only use a laptop for class-related reasons, such as to access the readings posted on Canvas when we are discussing them.** You may think you can multi-task well, but research demonstrates that none of us are very good at it. You are not encoding and retaining information if you are texting/typing while I'm lecturing or while we're engaging in a discussion. Along these same lines, if there is something you want to google, make a note of it to do after class. Finally, I also recommend that instead of typing notes on your computer during class that you use a pen and paper 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 treating everyone equitably with regard to course expectations and due dates:

- ***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 exam availability dates in order for me to consider a request for a make-up.***
- ***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 two quizzes will not impact your grade. **This policy of dropping the two lowest grades is meant to account for quizzes missed for any reason: 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. **As with the quizzes, the two lowest grades on these assignments are dropped, which is meant to account for any and all reasons you might have for not turning one (or two) in.**
- ***Students who submit essays by their respective due dates/times will receive one (1) point of extra credit*** (which translates into an extra 0.5% on your 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 (basically, anything other than a Word doc), 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 or ASLCSC officer responsibilities.** 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.

****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. 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 rely on 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. ***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 will 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 a 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.

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 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").

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 concept and policy in this case) is no excuse. Please do not jeopardize your academic future by engaging in such foolish behavior.

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.

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, 1:30-2:30**. 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, SPH 222, or, if you prefer to use Zoom, use this direct link during those regularly scheduled times: <https://lscs.zoom.us/j/84258147040>. If you join my office hour via Zoom, you will enter a virtual waiting room. I will admit you as soon as I see you in the waiting room unless I'm already meeting with another student, in which case you may experience a 5-15-minute delay in being admitted.

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 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 (or 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 (e.g., “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 or two from the textbook, noted below as “A & T” (for Andersen and Taylor, the authors’ last names) and a chapter/article or two 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,” I encourage you to be an active reader by noting particularly interesting, significant, etc. passages in the readings and writing down additional thoughts or questions you have on those passages either in the margins of the chapter/article or in your notes.

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 that is listed for them.**

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 on Tuesdays will help you prepare for our class discussions because you will be able to see the specific points/questions we’ll be covering in class.**

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 before class; I will note in my announcements on Canvas if you need to watch a particular video in advance; 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 almost always due on Sundays at midnight. This is the Sunday at the *end* of the week, so you have the entire week to learn the new concepts, theories, etc. that are covered in the readings and lectures for that week before taking the quiz. **Please note: It is best to wait until after Thursday’s class to take the weekly quiz.** During Weeks 7 and 13 the quiz is due on Wednesday because we will be finishing up material from the previous week’s topic during Tuesday’s class those weeks.

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 11:30 a.m.**

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 as we are discussing the readings together as a class.

Week 1 (1/18, 1/20): 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 (1/25, 1/27): 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"

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

Class preparation assignment due by 11:30 a.m. on Tuesday
Quiz 1 must be taken by midnight on Sunday.

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

Reading: Tuesday: A & T, Ch. 3

Class preparation assignment due by 11:30 a.m. on Thursday
Quiz 2 must be taken by midnight on Sunday.

Week 4 (2/8, 2/10): Culture, socialization, and the life course

Reading: Tuesday: A & T, Ch. 2
Henslin, "An Overview of U.S. Values"
Samuel, "7 Keys to True Success"

Thursday: Bialik and Fry, "Millennial Life [...]"
Dimock, "Defining Generations [...]"
Parker and Igielnick, "[...] What We Know About Gen Z So Far"

Class preparation assignment due by 11:30 a.m. on Tuesday
No quiz this week

***EXTRA CREDIT (optional): Indiana University Plagiarism Certification Test due by midnight on Friday, Feb. 11 (See "Assignments and Grading" for details.)**

Week 5 (2/15, 2/17): Culture, socialization, and the life course (continued)

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

Thursday: Anderson and Jiang, "Teens, Social Media, and Technology [...]"
Twenge, "Have Smartphones Destroyed a Generation?"

Class preparation assignment due by 11:30 a.m. on Thursday
Quiz 3 (on Weeks 4 and 5) must be taken by midnight on Sunday.

Week 6 (2/22, 2/24): 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"

Class preparation assignment due by 11:30 a.m. on Thursday
No quiz this week

***FIRST ESSAY due by midnight on Sunday, February 27.**

Week 7 (3/1, 3/3): The structure of society (continued on Tues.) and FIRST EXAM review session (Thurs.)

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

Thursday: Catch up and review for the exam

No class preparation assignment this week
Quiz 4 (on Weeks 6 and 7) must be taken by midnight on Wednesday

***FIRST EXAM taken on Canvas between Thursday, March 3, at 1:30 p.m., and Monday, March 7, at noon.**

Week 8 (3/8, 3/10): 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 11:30 a.m. on Tuesday
Quiz 5 must be taken by midnight on Sunday.

Week 9 (3/15, 3/17): Social stratification and social class

Reading: Tuesday: A & T, Ch. 8

Thursday: Becker, "Evidence Grows of Poverty's Toll on Young Brains, Academic Achievement Gap"
Reardon, "No Rich Child Left Behind"

Class preparation assignment due by 11:30 a.m. on Thursday

Quiz 6 must be taken by midnight on Sunday.

Week 10 (3/22, 3/24): 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"

Class preparation assignment due by 11:30 a.m. on Thursday

No quiz this week

Spring Break (3/28-4/1)

Week 11 (4/5, 4/7): Race, ethnicity, and social stratification (continued)

Reading: Tuesday: A & T, Ch. 10 (pp. 256-262)

Bailey et al., "How Structural Racism Works—Racism as a Root Cause of U.S. Racial Health Inequities"

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: The Social and Political Functions of Erasing the Color Line in Post-Race America"

Class preparation assignment due by 11:30 a.m. on Thursday

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

Week 12 (4/12, 4/14): 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 11:30 a.m. on Tuesday

No quiz this week

Week 13 (4/19, 4/21): Gender and stratification (continued on Tues.) and SECOND EXAM review session (Thurs.)

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

Thursday: Catch up and review for the exam

Class preparation assignment due by 11:30 a.m. on Tuesday

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

***SECOND EXAM taken on Canvas between Thursday, April 21, at 1:30 p.m., and Monday, April 25, at noon.**

Week 14 (4/26, 4/28): Society and the environment

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

Zaveri et al., "How the Storm Turned Basement Apartments into Deathtraps"

Thursday: University of Michigan, "U.S. Environmental Footprint"

Class preparation assignment due by 11:30 a.m. on Thursday

Quiz 9 must be taken by midnight on Sunday.

Week 15 (5/3, 5/5): Social change and social movements and SECOND ESSAY DUE

Reading: Tuesday: A & T, Ch. 16 (pp. 442-452)

Meyer, "How Social Movements Matter"

No class preparation assignment this week.

Quiz 10 must be taken by midnight on Sunday.

***SECOND ESSAY due by midnight on Friday, May 6** (early submissions welcome)

Coronavirus-related Caveat

As you are well aware, the coronavirus pandemic is always evolving. Should circumstances dictate, I reserve the right to make changes to the course requirements, grading, and schedule. *Any changes will be made with your well-being and workload in mind.* Also, I have a health-related accommodation that allows me to teach this class in a virtual-remote format should circumstances dictate. Relatedly, if I contract the coronavirus or another contagious virus during the semester (for example, the common cold) but have relatively mild symptoms, we may hold one or more class sessions on Zoom in order to keep pace with the course schedule above. I will keep you informed in a timely manner of any such changes should the need arise, so please be sure to check Canvas regularly because that is where I will post such announcements.

Face Coverings in the Classroom

Well-fitting face masks that completely cover your nose and mouth are required at all times in class. You can remove your mask momentarily if you need to take a sip of water or other drink, but otherwise, it needs to remain securely on.