

Sociology 1101H: Introduction to Sociology* **Spring 2008**

Instructor: Dr. Linda Renzulli

Office and hours: Baldwin 214C 11-12 Tuesday (and by appointment)

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Teaching Assistant: Christen Bradley

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Class Schedule: Tuesday & Thursday

Classroom: Baldwin 307

Meeting time: 12:30-1:45

Class Web Page: webct

Course Objectives

The overarching premise of the class is the study of human interactions within the US using a sociological imagination. We will discuss some major sociological “themes” as the course progresses: culture and structure; norms and roles; work; race; stratification; and education. These themes are not necessarily mutually exclusive nor are they exhaustive. This course should help you think sociologically and give you a glimpse at what sociologists study.

I have three main objectives for this course:

1. To provide an introduction to some current sociological perspectives on the major themes.
2. To help you understand the dynamics and interactions between and among people and institutions.
3. To challenge you to develop and apply a *sociological imagination* to how you see the world by drawing upon the material we read and discuss.

Class format

Because this is an honors section, we are fortunate enough to have a small class that will allow most of our time to be spent in discussion, group work, or structured activities. I expect that all of you will participate in class discussion. Because I will rarely lecture, your participation in the class is imperative for understanding course concepts and readings.

Getting in Touch

I am available to discuss problems, questions, and concerns throughout the semester. I expect that if you have a problem that you will let me or the TA know before it is too late. We can resolve most problems as long as there is enough time to do so. We both check email frequently.

In addition, **webct** will be a valuable tool during the semester. Consider it as important as a text book and coming to class. I will post course notes, assignments, class business, and reminders as well as readings not found in the books. I expect that you will check webct for notices at least before and after every class.

* The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Requirements

A. Preparation

In the absence of well-informed discussion and debate, even the most interesting material can quickly become tedious. None of us want to be bored. Thus, we all need to come to class every day, prepared to contribute to class discussion and activities.

Preparing for this class on a daily basis generally means:

1. Doing the reading carefully, taking notes on what you read, and summarize the main point.
2. Noting any points or arguments that you don't understand, and look up any words for you don't know. (Everyone should have and use a dictionary.)
3. Thinking of at least one application or a personally meaningful example made in the reading.

Books: The books are available at the bookstore – You should buy:

1. *The Contexts Reader*. 2008. Co-published with the American Sociological Association, Jeff Goodwin, and James M. Jasper. Norton Press.
2. Roscigno, Vincent J. 2007. *The Face of Discrimination: How Race and Gender Impact Work and Home Lives*. Rowman and Littlefield Publishers.

On-line readings: There are readings available on webct through the readings page. They are organized and marked by the date they are due to be read.

Web notes: Notes are generated through class discussion and are NOT a substitute for class. I post notes and questions so that class time can be spent in discussion instead of with your heads down furiously writing. If 30% or more of the class is absent- I will not post notes for that class and you will be responsible for taking your own notes. Notes will be posted on Webct through the “discussion notes” page found in “course content.”

B. Assignments

We will have 3 short assignments throughout the course of the semester. Please note the due dates of each below. The assignments are designed for you to link a theme to the sociological imagination in everyday life and use sociological methods. I will hand out guidelines for the assignments during the semester. Late assignments will be accepted only with a pre-approved excuse and only at the instructor's discretion. Students requesting an extension should contact the instructor before the due date. Note: excuses given the day of or after the scheduled due date for an assignment will not be looked upon favorably and late papers will be accepted at the discretion of the instructor.

D. Exams

There is one short quiz and two (2) exams in this course: a midterm and a final on the scheduled day. The quiz tests your beginning understandings of sociology. It will be a short answer form in which you will be given 30 minutes to complete. The exams will cover material from the readings in the course pack, films, class discussions, web summaries, assignments, and hand-outs. Please make arrangements ahead of time to be in class on these days. The final is cumulative. Agreeing to stay in the class is agreeing to be present for these exams. Make-ups will be given only with an approved excuse and at the instructor's discretion. Students requesting a make-up should contact the instructor before the exam. Note: excuses given the day of or after the scheduled exam will not be looked upon favorably.

E. Important Dates:

Quiz	Jan 31
Assignment One	Feb 5
Midterm	Feb 21
Assignment Two	March 6
Assignment Three	April 8
Final	May 3, 8-11am

G. Grading:

Your final grade will be calculated as follows:

Quiz	.....	5%
Assignment One	.....	15 %
Assignment Two	.....	15%
Assignment Three	.....	15%
Midterm	.....	25%
Final	.....	25%
Total	.....	100.0%

I do not grade on a curve. I use 10 point intervals (rounding up is at the discretion of the instructor and is only done for numerical values of .5 or greater. For example 89.5 may be rounded to 90 but 89.3 will not be).

Final grades for the course are based on the following scale:

Letter Grade	Number Grade
A	93 to 100
A-	90 to 92
B+	88 to 89
B	83 to 87
B-	80 to 82
C+	78 to 79
C	73 to 77
C-	70 to 72
D+	68 to 69
D	63 to 67
D-	60 to 62
F	59 and below

H. Courtesy

You should be aware that we read about and discuss a number of topics that you may find controversial. In our discussions, you will be expected to be respectful toward you classmates, despite any disagreement you may have with a classmate's ideas. In this way, we will work to foster an environment in which each

student feels comfortable presenting his or her thoughts, as well as critiquing or questioning the arguments presented by others. You are free to disagree with and question my views; trust that your grade does not depend upon a sheepish admiration of my every word. I encourage you to use evidence and logic to present your own arguments and in critiquing the arguments of others (not just personal opinions). I expect our discussions to be lively, interesting, and intellectually challenging.

I. Academic Honesty

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University Community. A policy on academic honesty has been developed to serve these goals. All members of the academic community are responsible for knowing the policy and procedures on academic honesty.

The link to more detailed information about academic honesty can be found at:

<http://www.uga.edu/honesty/>

J. Human Rights Statement

All students should know that the department of Sociology has a Human Rights Committee for the resolution of student grievances. Any student registered for a sociology course at the University of Georgia who feels that he or she has not been treated in a fair or professional manner by an instructor is advised to follow these procedures:

- 1) The student should discuss his or her problems with the instructor of the course, unless extenuating circumstances prohibit this.
- 2) If that discussion does not resolve the grievance, the student should then discuss the problem with the Head of the Department of Sociology.
- 3) If that discussion does not resolve the grievance to the satisfaction of the student, the student may request the activation of the Human Rights Committee by submitting a letter to the Chair of the Human Rights Committee, Department of Sociology, University of Georgia.

The Human Rights Committee will have the responsibility of investigating all charges in accordance with the procedures on file in the Sociology office, copies of which are available to students. The Committee will also have the responsibility of making recommendations in writing to the Head, copies of which will be made available to the student complainant and the instructor involved. The Department Head will review the recommendations and make a decision in writing, with copies to the student complainant and the instructor of staff member involved. Any appeal of that decision must be to the Dean of the college of Arts and Sciences.

K. Disabilities

If you have a documented disability and would like to request classroom accommodations, please see me (instructor) after class or make an appointment during office hours.

Schedule of Topics

All reading should be completed prior to class.

All dates and readings are subject to change.

January

Introduction to Sociology and the Sociological Imagination

- Tuesday, January 8th **Introduction: Welcome to Honors Intro to Sociology**
- No readings due today.
- Last day for Drop/Add- January 10**
- Thursday, January 10th **The sociological imagination**
- * “The Sociological Imagination” by Mills: webct
- Tuesday, January 15th **Doing Research: Quantitative Research**
- Contexts: “Sense and Nonsense about Surveys” pp. 472-480
- Thursday, January 16th **Doing Research continued: Qualitative Research**
- Contexts: “The Promise and Pitfalls of Going into the Field” pp490-497
 - Contexts: “In their Own Words: Making the Most of Qualitative Interviews” pp. 498-506
- Tuesday, January 22nd **Designing a Study**
- No new readings for today- in-class exercise
- Thursday, January 24th **Two Important components of Sociology: Structure**
- **“The Mundanity of Excellence” by Chambliss (webct)
- Tuesday, January 29th **Two Important components of Sociology: Culture**
- Contexts: “Key work: Culture” pp. 111-114
 - Contexts: “Roll over Beethoven, there’s a New Way to be Cool” pp. 115-121

Topics in Sociology: Social Control and Deviance

- Thursday, January 31st • Quiz: First 30 minutes of class
- Normality and Deviant**
- Contexts : “Keyword: Normality” pp. 363-367

February

- Tuesday, February 5th **Assignment 1 Due at beginning of class – catch up day and discussion of assignment**
- Thursday, February 7th **Social Control**
- Film in class
- Tuesday, February 12th **Crime and law**
- Contexts: “Crime Decline in Context” pp. 368-376

Topics in Sociology: Gender and Sexuality

Thursday, February 14th **Learning Gender**

- “Barbie Girls vs. Sea Monsters” by Michael Messner (on webct).

Tuesday, February 19th **Sexuality**

- Contexts: “Keyword: Sexualities” pp. 217-221
- Contexts: “After the Sexual Revolution: Gender Politics in Teen Dating” pp. 222-231

Thursday, February 21st **MIDTERM EXAM**

Topics in Sociology: Stratification and Poverty

Tuesday, February 26th **Poverty**

- Contexts: “Keywords: Inequalities” pp. 147-152
- Contexts: “Street People” pp. 153-158

Thursday, Feb 28th **Poverty and Welfare**

- Contexts: As American As Apple Pie: poverty and Welfare: pp. 159-165
- Contexts: “The Comparison Gap in American Poverty” pp. 166-176

March

Tuesday, March 4th **Theories of Poverty**
*“The Uses of Poverty: The Poor Pay All” by Gans

Last day for withdrawal

- Debate in class

Thursday, March 6th **Assignment 2 Due at beginning of class – catch up day and discussion of assignment**

SPRING BREAK March 10-14 no class

Topics in Sociology: Race

Tuesday, March 18th **Race**

- Contexts: “Keyword: Race” pp. 257-262
- Contexts: “Beyond Black and White: Remaking Race in America” pp. 286-294

Video: Race, The Power of an Illusion (for more information, see the PBS http://www.pbs.org/race/000_General/000_00-Home.htm)

Thursday, March 20th **Race as Class**

- Contexts: “Race as Class” pp. 262-268
- Contexts: “Race in America” pp. 269-271

Tuesday, March 25th **Race: Topic to be determined**

Thursday, March 27th **Race in Schools Bilingual Education**

- Contexts: “The Black-White Test Score Gap” pp. 85-94
- Contexts: “English-Only Triumphs, But the Costs are High” pp. 79-84

April

Tuesday, April 1st

Race and Gender Discrimination

- The Face of Discrimination (introduction and chapters 1-2)
- Contexts: “Is Job Discrimination dead?” pp. 183-189

Thursday, April 3rd

Race and Gender Discrimination: The Role of Education

- Contexts: “Detours on the Road to Equality: Women, Work, and Higher Education” pp. 239-246
- Hurn reading (on webct)
- The Face of Discrimination (chapter 3)

Tuesday, April 8th

Assignment 3 Due at beginning of class – catch up day and discussion of assignment

Thursday, April 10th

No class today

Tuesday, April 15th

Race and Gender Discrimination: Sexual Harassment

- The Face of Discrimination (chapter 4)

Thursday, April 17th

Race and Gender Discrimination: Housing and Race

- The Face of Discrimination (chapters 9, 10)
- White flight webct

Tuesday, April 22nd

Race and Gender Discrimination: Housing and Gender

- The Face of Discrimination (chapter 11)

Thursday, April 24th

Prep for Final and summing it up

Final Exam Thursday May 6th 12 to 3 Baldwin 307