Soci 1301- 45 - - Fall 2011

Introduction to Sociology

Tuesday/Thursday: 9:00 am – 10:15am - - OM 322

INSTRUCTOR: Dr. Jenifer Kunz
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OFFICE HOURS: By Appointment

REQUIRED TEXTBOOKS:


This book will be provided for an assignment:


COURSE DESCRIPTION:

Fundamental concepts of sociology and introduction to analysis of social problems in both collective and individual aspects. (Formerly SOCI 201). The course is designed to introduce the fundamental concepts of sociology and introduction to analysis of social problems and individual aspects. We live in a society that offers many challenges and opportunities on an individual and collective basis, as time passes, some things change while others remain the same. It is important for us in the twenty-first century to have a better understanding of our social world, to understand why and how people behave the way they do, and how societies cope and adjust with current issues of concern. This course focuses on the importance of sociology in everyday life. We will examine diverse theories, relevant research and current issues in society that “accurately mirror the diversity in society itself.” We will also discover and examine how sociology both answers and asks through systematic study of human society and social interaction.
Course goals:

Consistent with the University’s mission and goals, the focus of this course is to provide high quality education in sociology using a traditional lecture delivery system as well as “hands on” learning. This purpose of this course it so increase an individual’s understanding of sociology in order to increase the individual’s understanding about our social world and the profession of sociology. All areas of sociology attempt to increase our understanding of human society and social interaction. Human society and social interaction will be studied systematically because both theoretical and research methods are applied to understand social behavior. It is important to study human societies and social interactions in order to develop theories to understand how behavior is shaped by group life and how group life is affected by individuals. This contributes to an individual awareness of being more informed about the responsibility of citizens and how important cultural diversity is to our society.

COURSE OBJECTIVES/LEARNING OBJECTIVES:

The General Education requirements at West Texas A&M University will facilitate students’ abilities to acquire fluencies essential for 21st century learning: ethical, scientific, communication, visual, intercultural, technological, financial, and information fluency.

Core curriculum objectives:

To fulfill these fluencies, our core curriculum courses should ensure our students demonstrate specific characteristics at the conclusion of their general education experience. These fluencies should serve as the foundation of success is each major. West Texas A&M University students should have the ability to:

- Problem-solve and critically think about and analyze the information needed to solve those problems.
- Integrate ethical standards on a professional and personal based when making decisions.
- Effectively communicate their ideas, supported by research, through strong reading, writing, and computer technology skills.
- Articulate career goals and demonstrate professional skills necessary for success in their chosen major, and eventually, their employment.

Course learning objectives:

- To understand how sociological theory and research add to our knowledge of human societies and social issues such as suicide
- To understand what part culture plays in shaping people and the social relations in which they participate
- To enhance awareness of what happens when children do not have an environment that supports positive socialization
Explain how social problems (for example, homelessness) is related to the social structure of a society.

To understand and explain why it is important for groups and organizations to enhance communication among participants and aid the flow of information while protecting the privacy of individuals.

To explain what studies of peer cliques and youth gangs tell us about deviance.

To understand how the American Dream is influenced by social stratification.

To explain the unique experiences of racial and ethnic groups in the United States.

To explain how a society’s resources and economic structure influence gender stratification.

To be able to explain how many family-related concerns—such as child care—viewed primarily as personal problems rather than as social concerns requiring macro level solutions.

To be able to explain why and how education and religion are powerful and influential forces in contemporary society.

To understand the effect that the intertwining of politics, the economy, and the media have on the United States and other nations.

To explain why health, health care, and disability are significant concerns not only for individuals but also for entire societies.

To understand what effect that migration has on cities and on shifts in the global population.

To explain if collective behavior and social movement can make people aware of important social issues such as environmental pollution.

**Course Student Learning Outcomes:**

Learning Outcome 1: Learning of the social structure of society which consists of social institutions (the family, the educational system, the political and legal system, the economic system, and religion) and the interaction that takes place within those institutions by identifying, synthesizing, evaluating and applying the patterns of interaction that exist within and between the institutions and the social structure.

Learning Outcome 2: The ability to discover the interaction that takes place in small groups through exploring the micro level perspective of sociology by integrating problem solving processes, feedback, and group roles into group interaction and participation and by evaluating micro theories in a variety of micro contexts.

Learning Outcome 3: The knowledge of relationships between majority groups and minority groups in society, the effects of social stratification, the presence of deviant behavior within a society and how definitions of deviance change over time, and the phenomena of crime, juvenile delinquency, criminals and delinquency within society by recognizing sociological concepts and generalizing research findings in each of these areas of sociology.
Learning Outcome 4: The ability to apply the principles of demography and the tools of demographic research in changes within society by comparing population, economic, or political change utilizing the demographic variables of gender, racial/ethnic identification, geography and social mobility, and age.

Learning Outcome 5: Students demonstrate an understanding of professional and civic responsibilities by synthesizing the sociological perspectives learned in the classroom through effective service learning projects and class assignments.

Academic Integrity

All work must be completed individually unless otherwise stated. Commission of any of the following acts shall constitute scholastic dishonesty: acquiring or providing information for any assigned work or examination from any unauthorized source; informing any person or persons of the contents of any examination prior to the time the exam is given in any subsequent sections of the course or as a makeup; plagiarism; submission of a paper or project that is substantially the same for two courses unless expressly authorized by the instructor to do so. For more information, see the Student Code of Life at http://www.wtamu.edu/webres/File/Student%20Life/WEB2010-2011CodeOL.pdf

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (Code of Student Life). Unacceptable or disruptive behavior will not be tolerated. Students engaging in unacceptable behavior may be instructed to leave the classroom. Inappropriate behavior may result in disciplinary action or referral to the University’s Behavioral Intervention Team. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

Make sure that your cell phones are shut off when you enter the classroom.

ADA Statement

West Texas A&M University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student’s responsibility to register with Disability Support Services and to contact the faculty member in a timely fashion to arrange for suitable accommodations.

Evacuation Statement

If you receive notice to evacuate the building, please evacuate promptly but in an orderly manner. Evacuation routes are posted in various locations indicating all exits, outside assemble area, location of fire extinguishers, fire alarm pull stations and
emergency telephone numbers (651.5000 or 911). In the event an evacuation is necessary: evacuate immediately do not use elevators; take all personal belongings with you; report to outside assembly area and wait for further information; students needing assistance in the evacuation process should bring this to the attention of the instructor at the beginning of the semester.

**Chemical and Equipment Safety Statement**

Safety is everyone's responsibility. Material Safety Data Sheets (MSDSs) are provided for all chemicals used in this class. MSDSs provide information about physical properties, health risks, fire explosion data, and other important information associated with these chemicals. Before handling or using a chemical, you should refer to the MSDS for that chemical. It is your responsibility to inform the instructor in writing of any health conditions that may prevent you from safely using a chemical (pregnancy, auto immune deficiency, etc.). It is also the responsibility of the student to report any spill or problems found while storing or using a chemical. If you are unsure about a chemical, always ask. If you see any unsafe condition, notify your instructor immediately. If you are unsure about the proper and safe operation of any piece of equipment, ask your instructor for proper instruction. All injuries, spill of materials and unsafe conditions must be reported to the instructor immediately.

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| AUG 30 | Introduction to the Course |
| SEPT 01 | *Sociology: Perspective, Theory, and Method |
|        | **Chapter 1: Introduction to Sociology |
|        | **Chapter 2: Opinions on Homosexuality as Measured by the Lost-Letter Technique |
| 06 | Meet in the Library: By the Circulation Desk |
| 08 | *Culture |
|    | **Chapter 3: Multicultural Child and Adolescent Literature: Canon of the Twenty-First Century |
| 13 | *Socialization |
|    | **Chapter 5: A Politics for Generation X |
| Get information on Ritzer book assignment |
| 15 | Work on Activities |
| 20 | TEST #1 - - CHAPTERS (Sociology: Perspective, Theory, and Method; Culture; Socialization) --BRING A Mini Essay Book SCANTRON |
| ACTIVITIES DUE: #1 PART 2, #2, #3, AND #5 |
22 *Social Structure & Social Interaction
   **Chapter 7: Where Bias Begins: The Truth about Stereotypes

Get Deviant Assignment

27 *Deviance & Social Control
   **Chapter 9: The Link Between Deviance and Disabilities: Does One Exist?

29 Freshman Convocation (5:00 pm at the FUBC)

OCT 04 *Deviance & Social Control
   **Chapter 9: The Link Between Deviance & Disabilities: Does One Exist?

06 *Groups and Organizations
   **Chapter 8: Instrument Sexual Scripting: An Examination of Gender Role Fluidity in the Correctional Institution

11 Guest Lecture: Dr. Murray Banks

13 *Sexuality and Society
   **Chapter 12: Human Rights, Sex Trafficking, and Prostitution

18 TEST #2 - - CHAPTERS (Social Structure & Social Interaction; Deviance & Social Control; Groups & Organizations; Sexuality & Society--- BRING A Mini Essay Book SCANTRON)

ACTIVITIES DUE: #7, #9, #8, AND #12

20 Work on Deviant Assignment

25 *Social Stratification
   **Chapter 11: Christmas Cards: A Study of Social Class

27 *Sex and Gender
   **Chapter 15: Daddy Stress

NOV 01 *Race and Ethnicity
   **Chapter 13: More Thoughts on Why the System of White Privilege is Wrong
   **Chapter 14: Color Blind

Deviant Assignment Due at the Beginning of Class

03 Work on Ritzer Book Assignment

08 Work on Ritzer Book Assignment

10 Oral Reports on Deviant Assignment

15 Oral Reports on Deviant Assignment

17 TEST #3 - - CHAPTERS (Social Stratification, Sex & Gender, Race & Ethnicity)—bring a Mini Essay Book Scantron
   ACTIVITIES DUE: #11, #15, #13, AND #14

22 Work on Activities

24 Thanksgiving Holiday
Family and Religion

**Chapter 17:** Marital Satisfaction, Communication, and Companionship over the Family Life Cycle

**Chapter 18:** The Neutralization of Religious Dissonance

ACTIVITIES DUE: #17, #18, & #19

LAST DAY TO TURN IN ANY LATE WORK—AT THE BEGINNING OF CLASS—Nothing will be accepted after class is over—plan accordingly

Ritzer Book Assignment Due

DEC 01
Test Make Up: Bring a Mini Essay Book Scantron

06
*Education, Health and Medicine

**Chapter 19:** Race & the Schooling of Black Children: A Social Psychology Analysis

08
Dead Day

Dec 15, 2011 - - Thursday 8:00 am - - FINAL EXAM - - CHAPTERS (Family & Religion; Education, Health, and Medicine) Bring a Mini Essay Book Scantron—**you must take the final exam during this time period—no exceptions. In other words, you can't take the final exam early or later then this date and time period.**

Assignments for the semester (Late assignments are not accepted)

- Deviant assignment: This will entail a short written paper (2 ½ - 3 pages and an oral report for 5 minutes). More information will be given out on September 22nd in class.

- Ritzer book assignment: This will entail a short paper. More information will be given out on September 13th in class. This assignment will be due on November 29th.

GRADING:

- TESTS (100 POINTS EACH) = 400 Points
- ACTIVITIES (7 points each) = 105 points
- Written deviant assignment = 50 points
- Oral deviant assignment = 50 points
- Ritzer book assignment = 100 points
ABSENCES: I don’t take roll. However students who miss class for reasons of official University business will be given the opportunity to make up missed work

TESTS: Tests will include whatever is in the text, in addition to what is done in class (guest speakers, films, tapes, etc.)

TEST POLICY STATEMENT: If you miss a test (Test 1, 2, or 3) the only day to make up ONE exam will be on THURSDAY, December 1, 2011, during class. You only need to come to class if you have missed an exam. You may make up only ONE exam. No exceptions. Don't forget to bring a Mini Essay Book Scantron.

INSTRUCTIONS FOR ACTIVITIES: All activities come from the Kunz and Stuart text. Make sure you do the following to receive all credit:

1. Read the assigned reading.

2. Put name on the assignment.

3. Tear out all assignments from the book (responses on notebook paper will not be accepted) and put them in the correct number order.

4. Staple them together before coming to class.

5. Assignments are due at the beginning of class.

6. Late assignments will AUTOMATICALLY BE REDUCED BY 3 POINTS. THE LAST DAY TO TURN IN ANY LATE WORK WILL BE ON Thursday, NOVEMBER 29, 2011, in class. NO ASSIGNMENTS WILL BE ACCEPTED AFTER THIS TIME. Please plan accordingly--No exceptions.

If you complete the various assignments completely and follow the above instructions, you should receive 100% on all assignments.