

Introduction to Sociology
SOC 100, Section 2
Spring 2018

Instructor:

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Office Hours: MWF 1:30- 2:30 and 3:00-4:00
Tuesdays 10:00-12:00 and 1:00-3:00

Assistant:

Course Content: The focus of this course will be on understanding ourselves and our society from a sociological perspective. First, it is important to understand what sociology is, what sociologists study, and how they study it. Second, we will explore and come to understand the connections between us as individuals and the society in which we live. Third, we will examine our roles in constructing, maintaining, and changing society.

Student Learning Outcomes: See pages 5 and 6 for a list, with explanations, of the student learning outcomes for this course.

Required Texts:

Newman, David M. 2017. *Sociology: Exploring the Architecture of Everyday Life*, Fifth Brief Edition. Thousand Oaks, CA: Pine Forge Press
Wadsworth. 2010. *Wadsworth Classic Readings in Sociology*, fifth edition. Belmont, CA: Cengage Learning.
Bell, Inge, Bernard McGrane, John Gunderson, and Terri Anderson. 2014. *This Book is not Required*, fifth edition. Thousand Oaks, CA: Pine Forge Press.

In addition to being available in the bookstore, all of the texts are available through VitalSource. These are online texts to which you buy access for 180 days for substantially less money than the hard copy texts cost. The addresses for the VitalSource texts are below.

Newman: <https://www.vitalsource.com/referral?term=9781506345871>
Wadsworth: <https://www.vitalsource.com/textbooks?term=1111783713>
Bell, et alia: <https://www.vitalsource.com/textbooks?term=9781483300771>

Attendance: It is important that you attend class. I do not base my lectures directly on the assigned readings. Instead, I expand on topics brought up in the texts. Because I will not be lecturing from the readings, bringing up questions you have about the assigned readings in class or via email will be very helpful. If no one asks questions, I will assume that you have understood the readings. Attendance may be taken on any day, and you will receive one point for each time you are in class when attendance is taken. Pop quizzes may also be given.

Short Written Assignments: For each of the Wadsworth readings, write a short paper in which you 1) write a brief biography of the authors, including when they worked and their principal academic interests; 2) briefly summarize the assigned reading, and 3) connect the biographical information to the reading if possible. (Hint: What was going on personally, historically, or culturally at that time?) This should be typed, double-spaced, in a standard 12-point font, and should not exceed two pages in length. Each of these written assignments is worth 4 points, including one point for attendance the day the assignment is due. The assignments are due on the day the reading is assigned and must be turned in, in class, on that day. Be sure to include citations and your sources. A brief summary of the American Sociological Association's Style Guide can be found here: <http://bsclib01.buffalostate.edu/library/docs/asa.pdf>

Extra Credit Project: On page 4 of this syllabus is a list of the exercises contained in *This Book is not Required* (BMGA). You may choose any one of those exercises and do it for extra credit. You will then submit a brief paper, three to five pages in length (typed, double-spaced) that describes your exercise and the results you obtained. Attach your research data, your notes, to the back of the paper as an appendix. Use the standard format (introduction, methods, results, discussion, and conclusion) for your paper. You may, of course, alter the format to fit with your specific study. In your introduction, be sure to identify the exercise you are doing and summarize the information in BMGA that is related to your study.

This paper is worth up to 15 extra credit points. These points will be added to your total points after the point/grade distribution is determined and before grades are assigned. The final due date for this project is Friday, April 13th. Extra credit papers will not be accepted after that date.

Plagiarism: Be sure to follow the rules for citations and sources. (See “Short Written Assignments,” above.) *It is ultimately each student's responsibility to learn about plagiarism and how to avoid it. Ignorance of the rules, saying "I forgot about that" or "I made a mistake," are not considered valid excuses when it comes to plagiarism.*

The following definition of plagiarism comes from The University of Hawaii System-wide Student Conduct Code (2009):

“The term 'plagiarism' includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials” (E7.208, pages 4 and 5).

(For the entire Manoa Student Conduct Code, see:
http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/

Exams: There will be three non-cumulative, multiple-choice exams. Each exam will have 50 questions that are each worth one point. The exam dates are listed in the Schedule of Events on the last page. If you must miss an exam let us know and schedule a make-up exam with the course assistant as soon as possible. Unless there are major extenuating circumstances, exams must be made up within one week.

Grades: The total number of points possible for this course will depend on the number of pop quizzes and on how often attendance is taken. Grades will be based on a percentage of the total points possible as follows:

96-100% = A+	82-84% = B+	71-74% = C+	57-59% = D+	Less than 50% = F
90-95% = A	78-81% = B	65-70% = C	53-56% = D	
85-89% = A-	75-77% = B-	60-64% = C-	50-52% = D-	

KOKUA for Students with Disabilities: If you feel you need accommodations because of the impact of a disability, please 1) contact the KOKUA Program (V/T) at 956-7511 or 956-7612 in room 013 of QLCSS, and 2) speak with me to discuss your specific needs. I will be happy to work with you and the KOKUA Program to meet your access needs related to your (documented) disability. (The KOKUA program will assist you in the documentation process if you have not yet completed it.)

SCHEDULE OF EVENTS

KEY: Newman = N; Wadsworth = W; Bell, McGrane, Gunderson, Anderson = BMGA

Jan. 8 Welcome!	Mar. 12 N chapter 10
10 N chapter 1, BMGA ch 1	14 BMGA ch 15 W #10
12 BMGA ch 12, W #1	16 EXAM 2
15 HOLIDAY	19 N chapter 11
17 N chapter 2, W #2	21 W #5, W #11
19 BMGA ch 2	23 BMGA ch 6
22 N chapter 3	26 HAPPY
24 W #9, BMGA ch 4	28 SPRING
26 BMGA ch 7	30 BREAK!
29 N chapter 4	Apr. 2 N chapter 12
31 W #4	4 W #12
Feb. 2 BMGA ch 3	6
5 N chapter 5	9 N chapter 13
7 BMGA ch 10, W #6	11 W #14
9 EXAM 1	13 Extra Credit Due
12 N chapter 6	16 N chapter 14
14 W #7	18 W #15
16 BMGA ch 11	20
19 HOLIDAY	23 BMGA ch 16
21 N ch 7, BMGA ch 13	25 W # 3
23 BMGA ch 14	27
26 N chapter 8	Apr. 30 BMGA chapter 18
28 W #8, BMGA ch 8	May 2 Last class day
Mar. 2 BMGA ch 9	
5 N chapter 9	FINAL EXAM: Friday, May 11th, 9:45-11:45
7 W #13, BMGA ch 5	in Crow 105
9 BMGA ch 17	

NOTE: There is an online study site for the Newman text containing flash cards and quizzes. It is a great resource, and it is located here:
<https://edge.sagepub.com/newmanbrief5e/student-resources>

Bell, McGrane, Gunderson, and Anderson (5th Edition) Extra Credit Exercises

Page	EXERCISE
28	Survey students on their memories of grade school. Attention should be paid to the types of schools that respondents attended.
75	Students can interview other students about their positive and negative writing or exam-taking rituals, then persuade a few to substitute positive for negative rituals and follow up with interviews. Students should try substituting positive rituals for their own negative rituals.
127	Substitute "massacre" for "war" whenever you encounter this word in spoken or written work. A month's observations would probably suffice. Other words may be substituted for war.
135	Take a historical incident and research it, either by reviewing media coverage at the time of the incident or by interviewing people who were connected with it, or both.
135	Investigate community institutions (churches, hospitals, parks, schools, etc.) in two neighborhoods with different incomes.
136	Involve yourself in the community by doing volunteer work. Read about the area you are working in and write up your experiences. Tutoring other students is another option.
136	Interview combat veterans.
136	Do an interview survey as preparation for organizing a student group for people of different ethnicities, women, gays, or other groups, or organize a group. These are both fairly long projects.
137	Explore, through interviews and observation, an occupation in which you are interested.
137	Assume a leadership position in a campus organization and write a handbook for future leaders.
137	Bring about social change (e.g., start a community garden)
147	Exercise on self/no-self: have students organize a group of four or more students and have the group list components of the self and do the ideal self/real self exercise. Use the meditation on the self. Have the group discuss the results.
148	Have students organize a similar group and do the exercises on the critical voice. They may combine this with the exercise for developing a cool self-judgment. The latter should be done over a period of about six weeks.
150	Have students write an essay about their own ancestry, or have them share 'roots' information with a small group and write up what they learned from the discussion.
153	Do the slowing down exercises and write up the results.
162	Do the exercise for focusing attention on habitual tasks for one week, perhaps combined with making notes for one day on daydreaming.
165	Do the exercise for media versus reality by observing people
241	Prepare for and carry out a rational, mature conversation with your parents on an issue that divides you. Write about the experience.
249	Study a 1960s movement using interviews or media coverage or both. I find it useful to have students read foreign press coverage.
254	Read the bios of selfless leaders listed here. Bios of other people can be substituted, if students have other interests
290	Research possible college majors
294	Organize a "praise junkies anonymous" group. Do research into the workings of Alcoholics Anonymous and Weight Watchers as an intro to the subject. This may take the form of interviews with Alcoholics Anonymous or Weight Watchers members.

Student Learning Objectives and Outcomes: The University of Hawaii at Manoa is committed to students obtaining a valuable education. As such, Institutional Learning Objectives have been established (see <http://manoa.hawaii.edu/ovcaa/policies/pdf/M5.321.pdf>). Each department at UHM has been tasked with developing Student Learning Objectives and Outcomes, and each course within a department is expected to contribute to students' achievement of the Institutional and Departmental Learning Objectives. Student Learning Outcomes are assessed at the departmental level to determine whether the goals set by the department are being met by the curriculum.

This course will contribute to you achieving a valuable education in the following ways:

1. *Understanding how Sociologists think about the social world.* In this course you will become familiar with the three basic sociological perspectives and their related concepts. The three perspectives include structural-functionalism, conflict, and symbolic interaction.
2. *Understanding how Sociologists conduct research.* In this course, you will be reading about sociological research and learning what sociologists have discovered about the social world. Sociologists who work in different areas of interest use a variety of perspectives and theories that guide their research and help them understand their research findings. You will have the opportunity to conduct your own research if you choose to do the extra credit project. (I strongly recommend that you take advantage of that opportunity!!) In addition, you will do online research to obtain biographical information about the authors of the Wadsworth readings. That will help you understand the historical and cultural contexts of the authors, which likely influenced their perspectives.
3. *Developing your critical thinking skills.* The word "critical" is confusing because of its many and extremely varied meanings. It can mean everything from being negative and passing judgment on people to thinking clearly and rationally. Here's how one British website explains "critical" as academics use the term:

'Being critical' in research terms really refers to two broad characteristics of a researcher's way of thinking.

- A critical researcher is always questioning. Nothing is taken for granted. There is skepticism about claims that are made, and careful scrutiny of evidence which is offered to support such claims. Of course, asking questions, expressing doubts, and scrutinizing evidence may lead in the end to the conclusion that the claims in question are credible - or not!
- A critical researcher is open-minded, respectful of others (even while perhaps challenging their work), and constructive. The objective of critical research is to advance knowledge, not to build one's own reputation or damage someone else's. (<http://ro.uwe.ac.uk/RenderPages/RenderLearningObject.aspx?Context=6&Area=1&Room=2&Constellation=48&LearningObject=71>, retrieved 7/18/2014. (Note: I changed the British spellings to American spellings.)

In this course, you will learn what criticisms have been made of sociological theories as well as research techniques and findings, which will help you develop your own critical thinking skills. You will also be expected to think critically about your reading assignments and what you are hearing in class.

4. *Developing effective communication skills.* It is important for you to be able to express yourself effectively, both in writing and orally. As such, you are required to practice formal writing through regular assignments, and you are encouraged to ask questions and participate in class discussions. We will also break into small groups at times to discuss particular questions, and the outcome of those discussions will be shared with the other class members.

5. *Developing a deep appreciation of the diversity within our social world.* While Sociologists, especially those taking a structural functionalist perspective, spend a lot of time investigating, identifying, and explaining conformity and similarities within and between societies, the conflict perspective in particular stresses differences between groups of people, and deviance theorists study and explain non-conformity. The symbolic interaction perspective allows us to see and understand the uniqueness of each individual as well as how individuals work together to create, maintain, and change their social worlds.

Professor David Newman, the author of the primary text for this class, lists four student learning outcomes in his article “Learning Outcomes for Teaching Introductory Sociology,” which is included in the Resources for Instructors section on the publisher’s website (<http://www.sagepub.com/protected/newmanbrief3e/icfr/intro.htm>, retrieved 7/18/2014, not accessible to students). Those outcomes are:

Outcome #1: Understanding the kinds of questions sociologists have typically addressed and the role sociology plays in contributing to our understanding of social reality.

Outcome #2: Understanding the connection between the individual and society.

Outcome #3: Understanding the methods sociologists use to answer important questions about society.

Outcome #4: Understanding the student’s role in making, maintaining, or changing society.

Those outcomes are reflected in the content of his text and guided his selection of materials for the text.