COURSE:  SOCIOLOGY 100: INTRODUCTION TO SOCIOLOGY

(3 Hours Credit)  Spring 2006  Mon/Friday-9:00-10:15 AM
Instructor:  Matthew J. O’Neil   E-Mail: mjoneil@hawaii.edu   SAUND 637
http://matthew-j-oneil.com
Office Hours:  Email for an appointment time or see me before/after class

Description and Objectives:  The purpose of this course is to introduce students to the sociological study of life. The goal of the class is for students to gain an independent understanding of the origins and contexts of sociology and social theory as well as to apply the class material to their own lives. The relationship between sociology and larger life events will be explored by students through reading, writing and discussing. By course end, students will become more aware of their social world and have expanded their sociological repertoire. Moreover, they will be encouraged to use that knowledge to better understand themselves and their communities.

Specific Objectives:  Upon course completion students will:
1. Identify the basic social institutions of a society in terms of structure, function, change and the interrelatedness of these institutions.
2. Distinguish among the major sociological theories associated with the sociological perspective.
3. Apply the knowledge gained about social systems to the "real world."
4. Have enhanced understanding of how social processes affect individual agency and thinking.
5. Demonstrate an ability to see other points of view, beyond their own, and to evolve their understanding about social systems into a more inclusive process.

Course Requirements
• Quizzes (50% of course grade): There will be in-class examinations every Friday, 4 quizzes. Each will consist of short and medium length essay questions, and will cover readings, lectures, and discussions (in other words, everything) from the preceding week. For more detail, see below. Each examination will be worth 30 points, or 15% of your course grade. I will not give make-up examinations, except in the case of serious and documented medical emergencies.

• Discussion Papers (25% of course grade): 3 Short papers are due 1 week after films are shown in class. Papers should be 1 or 2 pages in length (double-spaced, 12-point type, one inch margins) and should summarize all of the main points of all of the film as the guide sheet provides. I will not accept late papers.

• Final Exam (25% of course grade): The final exam will be a cumulative assessment of the student’s understanding of the overall course material.

Grading:  Grades will be determined on the basis of points accumulated through various assignments. There will be 4 quizzes. There will be a group paper and presentation requirement. There will also be 4, two page reflection papers due after a film is shown in class.
Grading Scale and Percentages:

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<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>95-100</td>
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<td>A-</td>
<td>90-95</td>
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<td>D</td>
<td>60-69</td>
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<td>F</td>
<td>below 60</td>
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Quiz Grades= 40%
Group Project/Paper = 20%
Reflection Papers = 20%
Final Exam= 20%

Absence Policy: Regular and punctual attendance for all scheduled classes and activities is expected of all students and is regarded as integral to course credit. When extended absences are caused by illness or extraordinary conditions, the student has recourse through the official withdrawal procedure; otherwise, the grade reported will be F. More than 3 missed classes will result in reduction of 1 letter grade. More than 3 late arrivals, early departures will also result in the reduction of your grade by 1 letter (ie: earned A= B etc). Please just attend class regularly.

KOKUA Material
Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services.

Plagiarism Material
The following definition of plagiarism comes from the UH-Manoa Student Conduct Code:

Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or "drylabbing," which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms.

University of Hawai`i at Manoa Student Conduct Code (1992), p. 6

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.

Notice regarding syllabus on Web

Students: Please be advised that this syllabus is provided for informational purposes only. YOU SHOULD NOT PURCHASE ANY BOOKS OR MATERIALS ON THE BASIS OF THIS
SYLLABUS AS IT MAY CHANGE PRIOR TO THE FIRST DAY OF CLASS. Please wait until the first day of instruction at which time you will be given the final version of the syllabus.

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Course Outline:

July 7th - Introduction
1. Introductions
2. What is Sociology?
3. Scope of the class
4. Syllabus Review

July 8th - The Sociological Perspective
Chapter 1 pages 2-24
1. The Sociological Imagination
2. Sociological Perspectives
3. Major Sociology Theories

July 9th - Research Methods
Chapter 2 pages 30-49
1. The Research Process
2. How to assess data presented to you
3. Ethics in Social Research

July 10th - Culture
Chapter 3 pages 54-74
1. Components of Culture
2. McDonalds as a cultural model
3. Cyber Culture

July 11th -
1. QUIZ 1

July 14th - Socialization and Development
Chapter 4 pages 80-104
1. Nature verses Nurture
2. Theories of Development
3. Discussion

July 15th - Society and Social Interaction
Chapter 5 pages 110-127
1. Does Technology Reduce Social Interaction?
2. Elements of Social Interaction

July 16th -
FILM: Roger and Me

July 17th - Society and Social Interaction
Chapter 5 pages 110-127
1. Does Technology Reduce Social Interaction?
2. Elements of Social Interaction
July 18th-
1. QUIZ 2

July 21st - Deviant Behavior and Social Control
1. What is Deviance?
2. Deviance types that impact society most
3. The Criminal Justice System

July 22nd – Group Project Workshop

July 23rd - Social Class
1. American Class Structure
2. Myths about the Poor
3. Inequality Theory

July 24th – Film “Wage Slaves”
1. Handout for student write up

July 25th - Student Discussion/ Group Formation/Topic Selection/ REFLECTION III DUE
1. Discussion on handout and roots of class and inequality

July 28th Race
1. How is Race defined?
2. Racial Assimilation
3. Immigration

July 29th – Gender Stratification
1. What Produces Gender Inequality
2. Childhood Socialization
3. Gender Inequality at Work

July 30th – Marriage and Family
1. Family Life
2. The Transformation of the Family
3. The Way We Never Were

July 31st - Education
1. Educational Sociology
2. Issues in American Education

August 1st QUIZ 3

August 4th – FILM: A CLASS DIVIDED

August 5th - Politics and Economic Systems
1. Power
2. Types of States
3. The American Political System

August 6th- Quiz IV
August 7th - Group Presentations
August 8th - Group Presentation
August 11th - TBD
August 12th Final EXAM REVIEW
August 13th FINAL EXAM

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The fundamental role of the public intellectual - distinct from, yet building on, the indispensable work of academics, experts, analysts, and pundits - is to create and sustain high-quality public discourse addressing urgent public problems which enlightens and energizes fellow citizens, prompting them to take public action."

= Cornell West

Group Project Overview
Groups of 4 or 5 students will be responsible for presenting compelling case studies to situate one chapter of the textbook in the real world. The politics of your presentation is totally up to the group and irrelevant to your grade. Be creative and teach the class something we don’t know. Use social theory perspectives as appropriate and please center your paper and presentation on sociological relevant items. Your group grade for the project will be based on fulfilling the following criteria:

1. A 40 minute group presentation using PowerPoint
2. A 10-15 page paper with each group member writing 2 pages of the group paper.
3. One group meeting outside of class to coordinate the paper and presentation