

Sociology 101: Principles of Sociology
Fall 2007 Course Syllabus

GENERAL INFORMATION

Class Meetings: T Th 8:00a-9:15a Olscamp 223

Instructor: Antwan Jones
205 Williams Hall
419.372.2109
antwanj@bgsu.edu
Office Hours: T Th 10:00a – 11:30a, or by appointment

Texts: Anderson, M.A. and H.F. Taylor. 2006. *Sociology: The Essentials*. Fourth Edition. Belmont, CA: Thompson Wadsworth Press.

Glassner, B. 2003. *The Culture of Fear: Why Americans are Afraid of the Wrong Things*. New York, NY: Basic Books.

Additional readings are on Blackboard.

COURSE DESCRIPTION

Sociology is the systematic, scientific study of the patterns and processes of social life, touching on all of its major dimensions—economic, political, religious, familial, and criminal, to name a few—and investigating it at both the level of grand social and historical developments, and the level of everyday, mundane interactions. It is concerned both with individual actors, and with the informal groups and formal organizations that populate the social landscape.

This course cannot be comprehensive in its coverage of the discipline of sociology. However, it will introduce you to some basic concepts in sociological analysis, some fundamental arguments about the constitution of society and the individuals who comprise it, and important substantive topics and problems in a variety of disciplinary subfields. What students should gain from the course is a “toolkit” of sociological concepts to apply to their own experience of social life—interactions with friends, relationships with family members, membership in religious and political organizations, experience of the job market, and life in an economically advanced but stratified society—in order to understand that life more fully and experience it more richly. **In other words, my goal is to get you to think critically, and to help you begin to discern, analytically, broad patterns in our lives with each other.** I will pose some of the big questions we face as social beings, and offer some of the most intriguing answers sociologists have provided.

LEARNING OUTCOMES

Course Outcomes

The course is designed to focus on the development of skills and competencies that will help students to:

- Apply a sociological perspective, built upon an understanding of basic sociological constructs and theories to various areas of social life.
- Explain diverse ways in which sociologists gather, interpret, and evaluate data.
- Articulate sociologically informed opinions and arguments concerning social and behavioral phenomena, and critically read and understand sociological argument.

Department of Sociology Learning Outcomes

The following four learning outcomes were adopted by the Department of Sociology as learning objectives for its undergraduate program:

- Development of the sociological perspective--a recognition of the importance of culture and social structure as fundamental social forces that influence human behavior at the individual, group, organizational, institutional, and societal levels.
- An understanding of the diverse ways in which sociologists gather, interpret, and evaluate data.
- The ability to articulate sociologically informed opinions and arguments concerning social and behavioral phenomena, and the ability to critically read and understand an argument and to critically evaluate that argument.
- An understanding of the similarities and dissimilarities of behaviors, attitudes, values, beliefs, and opinions across diverse social groups, and an appreciation of how various aspects of the social experience are structured or influenced by such factors as race, ethnicity, age, gender, and social class.

General Education

This is a University general education course in cultural diversity in the United States. As such, it is designed to help you develop the following general education skills within the social and behavioral sciences. After leaving this course, you will have the tools to do the following:

- Communicate effectively by gaining proficiency in reading and writing.
- Think critically through investigating and creating problem solving.
- Participate and lead through active engagement with diverse groups and teams of individuals.
- Learn how to identify issues and problems and to formulate and frame them in ways that contribute to their solution.
- Learn how theory is applied to events to produce knowledge.
- Construct and present an argument, identifying the evidence that supports it and the reasoning process by which a conclusion is reached.
- Articulate the bases of evidence in sociology, how it is used, and the assumptions on which it rests.

COURSE REQUIREMENTS

Writing Assignments (300 points)

- Your Sociological Imagination (150 points)
- *The Culture of Fear* through a Sociological Lens (150 points)

Non-Cumulative Exams (450 points)

- Exam I (150 points)
- Exam II (150 points)
- Final Exam (150 points)

Exam Preparation Materials (150 points)

- Exam I study guide (75 points)
- Exam II study guide (75 points)

Participation and Attendance (100 points)

- Anonymous Student Evaluations (50 points)
- One-Minute Responses (50 points)

DETAILS FOR COURSE REQUIREMENTS



You will have two writing assignments each worth 15% of your overall grade. **These writing assignments will be discussed in further detail throughout the semester and a template may be distributed in class.** However, all assignments are already uploaded in Blackboard under **Assignments**. Papers are to be typed in Times New Roman, Garamond (or similar) 12-point font and double-spaced. As a sidenote, you may turn in these assignments before the due date. The first assignment, due on Tuesday, October 2, will ask that you write a 3-5 page paper illustrates your unique understanding of the sociological

imagination by addressing your individual biography and your historical context and how it relates to a specific social problem you feel would be important to study.

The second assignment, due on the final day of class [Thursday, December 6], will ask you to write a 3-5 page paper that integrates your knowledge of sociology and apply it to the book *The Culture of Fear...* by outlining how the book could be viewed through a sociological lens to better understand why in today's society, there is this "culture of fear."

There will be **three non-cumulative, in-class exams** for this course, each worth 15% apiece. They are scheduled on Thursday, September 27; Thursday, November 1 and during exam week (Tuesday, December 11, 8:30am to 10:30am). The first two exams will be multiple choice and true-false. The final exam will be multiple choice, true-false, and short answer. Please make every effort to take the exams on the schedule dates. Make-up exams will be allowed only under rare, exceptional circumstances. Be prepared to provide supporting documentation if requesting a make-up exam.

To prepare yourself for these exams, I am also requiring that you produce **two study guides**, due one week before each of the first two exams. The dates in which these exam study guides are due are Thursday, September 20 and Thursday, October 25. You must correctly identify and define key terms and concepts from the chapters and the supplementary materials (videos, articles, books, etc.). In addition, you must come up with several short answer questions to go along with the chapters and the materials. A thorough job preparing a study guide will be rewarded – two students (one student chosen per exam) will earn **5** points towards their final grade.

Participation is required for this course. This is *your* class and its success, in part, depends on your engaged participation and attendance. Participation is broken into two segments that are worth 5% apiece. **Student evaluations** are essential in helping me evolve and improve my teaching style. For every class period, I will randomly choose five students in class and, at the start of class, I will ask them to assess my teaching for that day. Being in class and turning in the student evaluation to our department secretary will ensure all participation points. **One-minute responses** will be solicited on several random days in class. During lecture, I will ask for students to take out a sheet of paper and write a one-minute response to a question pertaining to that day's lecture. Turning in the response and answering the question correctly will suffice for participation.

COURSE GRADING

A (870-1000 points)

B (770-860 points)

C (670-760 points)

D (570-660 points)

F (below 570 points)

The course is not structured around the traditional “10-point” grading scale because I believe that people who are at the upper cusp of two letter grades (i.e., those grades ending in 7, 8 or 9) should be bumped up to the higher grade. However, because of the structure of this grading scale, only **merit-based** extra credit outlined above will be offered in this class. As stated above, the persons who create the best study guide for each of the two exams will receive **5** additional points toward their final grade. It is expected that if you complete the course requirements with academic rigor, you could receive a high grade.

ACADEMIC HONESTY

The Academic Honesty Policy is designed to enhance and sustain an environment of ethical and principled intellectual pursuit, consistent with the core values of the University. This policy is based on respect for intellectual property as well as for one another. Academic honesty is essential to the academy. Honest pursuit of academic challenges and higher learning are the essence of the university experience. Respect for one another is fostered when our academic environment is free from **cheating, lying and stealing** not only of property but ideas as well.

Individual and personal quests for knowledge will expand and challenge students’ creativity and intellect. Academic dishonesty is contrary to intellectual growth and pride in a job well done. Bowling Green State University graduates have met the challenges of achieving scholarly excellence and higher learning. Compromising academic honesty negatively impacts the foundations of our academy. The university strives to nurture the respect inherent in the honest attainment of scholarly excellence. In short, academic dishonesty will **NOT** be tolerated. Persons found in violation of Bowling Green State University’s academic honesty policy will receive an F in the course and will have a meeting with academic honesty committee to address academic suspension or expulsion.

You may find out more information regarding academic honesty, please view the website below:

http://www.bgsu.edu/catalog/Acad_policies/Acad_policies2.html

RESOURCES

Disability Services (DS)

Contact Information: 413 South Hall; 419.372.8495
<http://www.bgsu.edu/offices/sa/disability/>

The Disability Resources Office assists in conquering obstacles that persons with disabilities may encounter and offers accommodations to students based on documented disabilities. Hours are Monday - Friday, 8:00 a.m. - 5:00 p.m., and appointments are recommended. Please be advised that if you require extra time to complete exams or have other special needs, inform me within the first week of class **and** a week before the scheduled exams. This is to ensure your success in this course.

The Writing Center

Contact Information: 303 Moseley Hall; 419.372.2221
<http://www.bgsu.edu/offices/acen/writerslab/>

The Writers Lab is an effective resource for students at all levels of writing proficiency and at any stage in the writing process. Tutors, who are carefully selected undergraduate and graduate students, help with the identification and development of a topic, organization of the paper and theme, sentence structure, and mechanics. On-line and email assistance is available, and appointments with tutors are recommended. This course is writing intensive. If you need assistance crafting essays or tweaking your writing style, please visit the writing center.

Study Skills Center

Contact Information: 213 Moseley Hall; 419.372.8840
<http://www.bgsu.edu/offices/acen/sslabs/>

The Study Skills Lab provides a variety of services such as individualized assessment, individual or small group instruction to improve specific study skills, and workshops on study skills like note-taking, textbook reading and time management. A mentor program is also offered for groups of students to learn about meeting with a student mentor who is qualified to assist students in learning “how to learn” material for large lecture classes. This center may help you specifically with studying for your exams. Please visit the study skills center at your discretion.

Student Athletes

Please be advised that if you are a student athlete, you must submit official written documentation indicating your game schedule from your coach **during the first two weeks of class**. If you are unable to attend class due to a conflict on the day of an assignment, be sure to email me at least 7 days in advance so that we can agree on an appropriate make-up date. In addition, if you will be away at a game during an exam, you must take the exam **before** the exam date assigned on the syllabus.

COURSE OUTLINE

*****All readings should be **completed** before class on the day we discuss it *****

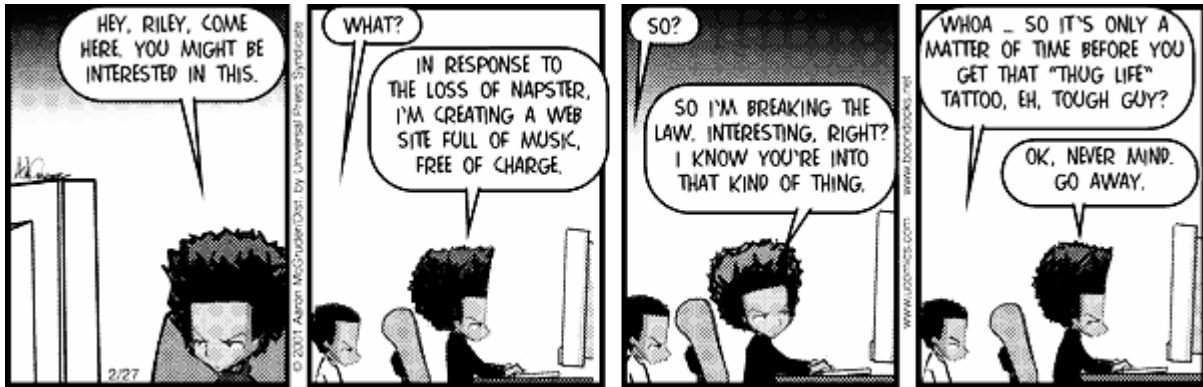
What is sociology?

Tuesday	21-Aug	The Syllabus	
Thursday	23-Aug	Berger - Sociology as an Individual Pastime	
		Chapter 1: pp 1-19	

How is sociology a science?

Tuesday	28-Aug	Chapter 1: pp 19-33	
		Brandt - Racism and Research	
Thursday	30-Aug	Mills - The Promise	
		Romero - Intersection of Biography and History	

What is the relationship between the individual and society?



Tuesday	4-Sep	Chapter 2: pp 35-51	
		Walton - My Secret Life as a Black Man	
Thursday	6-Sep	Chapter 2: pp 51-62	
		Chapter 3: pp 65-76	

Tuesday	11-Sep	Chapter 3: pp 76-94	
Thursday	13-Sep	Chapter 4: pp 97-114	
Tuesday	18-Sep	Chapter 4: pp 114-122	
Thursday	20-Sep	Chapter 6: pp 149-162	**Study Guide I for Exam I DUE**
Tuesday	25-Sep	Chapter 6: pp 162-179	
		Dowie - Pinto Madness	

*****Exam I*****

*****Thursday, September 27*****

How does society operate?

Tuesday	2-Oct	Chapter 5: pp 125-137	**Assignment I: Your Sociological Imagination DUE**
Thursday	4-Oct	NO CLASS	
Tuesday	9-Oct	Chapter 5: pp 137-147	
		Wuthnow - Other Institutions	

On what basis is society stratified?



Thursday	11-Oct	Chapter 7: pp 181-200	
		Davis and Moore - Some Principles of Stratification	
Tuesday	16-Oct	Chapter 7: pp 200-210	
		Chapter 9: pp 237-248	
		Kozol - Savage Inequalities	
Thursday	18-Oct	Chapter 9: pp 248-265	
		Page - Showing my Color	
		Massey and Denton - American Apartheid	
Tuesday	23-Oct	Chapter 10: pp 267-285	
Thursday	25-Oct	Chapter 10: pp 285-293	**Study Guide II for Exam II DUE**
		Chapter 11: pp 295-308	
Tuesday	30-Oct	Chapter 11: pp 308-315	
		Boswell - Sexual Categories	

*****Exam II*****

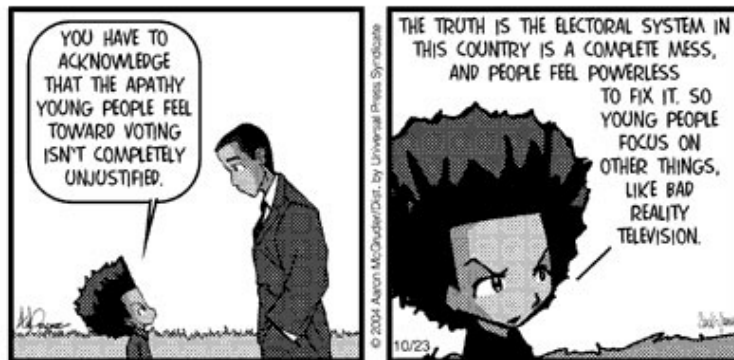
*****Thursday, November 1*****

What are some institutions that make up society?



Tuesday	6-Nov	Chapter 12: pp 317-336	
		Dang and Frazer - Black Same-Sex Households in the US	
Thursday	8-Nov	Chapter 13: pp 351-364	
		MacLeod - School and the Reproduction of Social Class	
Tuesday	13-Nov	Chapter 13: pp 364-379	
		Chapter 14: pp 381-400	
Thursday	15-Nov	Chapter 14: 400-411	
		Mills - The Power Elite	
Tuesday	20-Nov	Iraq for Sale [In-Class Video Showing]	
Thursday	22-Nov	No Class (But Start Reading <i>Culture of Fear</i>)	

How can sociology help us understand popular culture?



Tuesday	27-Nov	Glassner - Introduction, Ch. 1,2,3	
Thursday	29-Nov	Glassner - Ch. 5,7,8,9	

How can we promote social change?



Tuesday	4-Dec	Chapter 15: pp 413-437	
Thursday	6-Dec	Chapter 16: pp 439-448	
		Oberschall - The Decline of the 1960's Social Movements	
		Vaid - Let's Put Our Own House in Order	**Assignment II: The Culture of Fear: Sociological Insights DUE**

*****Exam III*****

*****Tuesday, December 11 – 8:30am to 10:30am*****