



**SOC 101: Introduction to Sociology
Syllabus, Summer 2019
July 8-Aug 7 2019**

Instructor: Kelsey Gonzalez

Office Hours: By Appointment on Google Hangout, Skype, Ask the Instructor

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Hello! Welcome to the brave and unsettling world of Sociology!

Course Description

This course provides an overview and introduction to the field of sociology. Sociology asks critical questions about human society. What are the institutional, cultural, and social forces that create our individual and collective experiences? How do people organize themselves? Where do racism, sexism and social inequalities come from and why do they persist? Sociologists ask these questions in many different social contexts, from the micro-level of individual families to the macro level of entire countries and global-systems.

In this course students will learn the basic theories of sociology and sociologists' methods of research and the questions that distinguish the field from other social sciences. Students will understand how individuals are shaped by broader social context in which they live. Students will be able to use sociological theory, the "sociological lens," to critically examine the social interactions in our day-to-day life and current events. Students will be introduced to basic research methods used in social research.

Contacting the Instructor: "Ask The Instructor"

Questions about course content should **not** be emailed. Instead, they should be posted on the D2L Discussion board called "Ask The Instructor." This way, questions and answers about assignments, policies and site navigation can benefit both you and your peers. The odds are that they'll have similar questions! Personal issues and concerns can be emailed to kelseygonzalez@email.arizona.edu.

Course Objectives:

- Learn key concepts, thinkers and theories in the field of Sociology
- Apply sociological concepts to build a critical perspective to analyze current events.
- Students engage the "sociological imagination" to interpret our world and our individual experiences within a broader society

Other skills to be developed:

- Clear and concise writing using APA formatting
- Ability to prepare and present ideas (written and verbally) and critically consider multiple perspectives on social issues
- Practice and improve "close-reading" skills and summarize abstract concepts in your own words
- Apply basic research methods used in Sociology

Learning Outcomes:

Upon completion of this course and activities, students will show:

- **Knowledge of social inequality:** Students will be able to demonstrate knowledge of social inequalities in contemporary societies based on class, gender, race, and/or sexual orientation. Students will also demonstrate knowledge about how to critically evaluate arguments about and solutions to inequality and diversity in society.
- **Knowledge of social institutions:** Students will be able to demonstrate knowledge of the key social institutions in sociology (the family, education, religion, work/economy, and/or law/political institutions) and their interconnections
- **Knowledge of how to think critically about social issues in contemporary society:** Students will be able to demonstrate critical thinking skills, complex reasoning, and written communication skills.

Required Textbooks and Materials:

This course uses the e-book and online tools for *You May Ask Yourself*, and wonderfully crafted introduction to Sociology textbook. All students enrolled in this course are enrolled in inclusive access to the textbook and InQuizitive - you don't have to do anything! Click the links below to explore how the tools work.

1. **Conley, Dalton. 2019. *You May Ask Yourself: An Introduction to Thinking Like a Sociologist. 5th Core Edition. New York: W.W.Norton*** (included with in inclusive access)
2. **InQuizitive** subscription through W.W. Norton (included with in inclusive access)

You are welcome to a hard copy of the textbook (including previous editions) and maintain your inclusive access e-book subscription.

Technological Requirements For Course:

- A Windows / Apple computer or laptop that is no older than two years (“Celeron” or “Sempron” processors are not recommended).
- Monitor size is up to you, but we recommend a 17" screen or larger for ease of viewing (minimum resolution of 1024x768)
- 4GB RAM minimum with 8GB recommended. This link will perform a memory scan to determine how much RAM a computer has and what the upgrade options are:
<http://www.crucial.com/usa/en/systemscanner>
- Microphone
- Computer headphones
- Video webcam
- Broadband internet connection (Cable Modem, DSL, ISDN)
- The most important component is a high quality Internet connection. Cable Modem, DSL or other high speed, broadband service is strongly recommended.
- Please note: No netbooks (low screen resolution and slow processor), iPads or tablets (compatibility) should be used as the primary computer. These items do not meet the minimum requirements.
- This course will utilize Google Documents/Google Slides/Google Drive for in-class and discussion activities. Students should familiarize themselves with this platform. Information and tutorials can be found at <http://www.google.com/drive/about.html> and <https://support.google.com/drive/answer/2424384?hl=en>.

- For assistance with technology issues, contact UITS (University Information Technology Services) <http://uits.arizona.edu/>

Description Of Course Activities:

Textbook Readings: (3-4 hours per week)

Each week will consist of readings from the required textbook, (available for purchase online in a hard copy or electronic format). This is an introductory course which means that there is A LOT of content and requires a substantial amount of reading. I expect that you read the assigned chapters of the textbook. And keep up to date on your InQuizitive activities which follow along with your textbook readings. Post any questions about concepts that are unclear in the “Ask the Instructor” discussion forum on D2L.

Lectures: (1-2 hours per week)

Some weeks I will post lectures on concepts related to the readings. I also may post lectures on topics related to our weekly topics given by other prominent sociologists and require you to watch select sections, relevant to our weekly topic. These may be in the form of online resources from the InQuizitive website, YouTube Videos, Ted Talks or UA Library resources. If you are having difficulties accessing the videos, I recommend that you post on “Ask the Instructor” discussion board, visit the UA Libraries website to see if they are having systemic technical difficulties and finally contact the 24 hour IT services on campus. I expect that you troubleshoot to try and find workarounds and solutions for technological glitches. This is important for your professional development and another reason to plan to complete your work early. By troubleshooting, it also encourages your exploration of the extensive resources available to you as a UA student.

Sometimes your online resources will be activities or external articles for reading. These will be described more fully on the D2L site.

While only one of the online resources will be discussed in the online Amazon Review (described below) I expect you to engage with ALL of the online resources as I will expect you to demonstrate an understanding of the concepts discussed in your weekly Memo.

Discussion Posts: Amazon Review (1 hour per week)

Each week, each student will post a 4-5 sentence “Amazon Review” complete with 1-5 star rating of the specified reading, video or online resource. This “review” should include a brief summary of the key point or substance of the resource, any questions or parts that remained unclear and your opinion on the resource or topic. This is similar to the buyer’s reviews for products on Amazon, but this will be about a video or article. Each student will also rank 3 other student’s posts with a 1-5 star rating on D2L. The opinions need to be respectful and professional. Arguments and opinions can be strengthened by citing quotes and concepts from the assigned readings from this class as well as any outside, relevant, SCHOLARLY resources. All work, including your feedback stars are due by 11:59pm each Friday, so I suggest you do your posts early in the week and check back to rate your peers’ rankings. Students are encouraged to either post a written feedback, like the example below, OR make a video where you describe your opinion and star ranking in 1-2 minutes verbally.

Example:

Two Stars: ☆☆☆

The film clip from “God Loves Uganda” demonstrates some of the structural barriers for people living in rural places to get optimum healthcare. If they have to take out a loan just to pay for a motorcycle ride to the health clinic, and then there aren’t any vaccines in stock, people are likely to not practice preventative healthcare! Is this why people are more likely to practice traditional medicine in rural areas? I’m not sure that the argument about the Evangelical Church infiltrating the government tells the whole story about why people’s health is suffering. While this clip gives a nice overview of the issue, I think that there is more to the story, like poor infrastructure or corruption.

<p> The final review in Module 5 will be a recommendation of a selected online resource. You will need to find and post a link to an online resource for your chosen topic and write a 5-star, 3-4 sentence recommendation on your resource. Address how it relates to your selected chapter content and tell us why it’s an excellent example of a concept described therein. It might take some time and creativity to find a good resource, so plan accordingly.

InQuizitive: Online Interactive Reading Quiz (2-3 hours per week)

InQuizitive is an online interactive quiz to practice the concepts that you read in the textbook and online resources. The quiz tool gives you automatic feedback and tracks your progress. While I cannot monitor whether you use your book for reference during the quiz, I recommend that you attempt to answer as many questions as you can from memory first, before referring back to the text. Cognitive science suggests that the practice of trying to remember a fact, even if we are unsuccessful, leads to better learning (Lang 2016). The objective of these quizzes is to track your progress in understanding the material and encourage you to revisit and self-analyze what concepts are still challenging or unclear. You will take a screenshot of your completed quiz results for each chapter and post them to D2L Assignments each week by ***Friday at 11:59pm***. Reading quizzes will mostly be over the current week’s material but may have questions from earlier material as well. This allows you to revisit and revise earlier concepts. InQuizitive is interactive and fun! You can even do it on your phone!

Memos (4-5 hours per week)

Written memos are to be 1.5-2 full pages in length (not including references), double-spaced, 12 point Times New Roman or Cambria font with 1 inch margins. I expect these to be concise and organized demonstrations of sociological concepts of the week and use APA format. The prompt of the week will be listed under the corresponding week on D2L. I highly recommend that you proofread these memos carefully before submission as I will deduct points for spelling errors, grammatical errors and incorrect citations or formatting. I suggest that you find a highly literate friend to proofread your weekly memo or utilize the resources at the UA writing center. Collectively, these are worth 40% of your grade. Use the many APA resources available online and on the D2L webpage to format your citations. This kind of formatting can be time consuming, especially in the first couple of weeks, so plan accordingly. Excellence in written communication is essential for your ongoing success as a student and professional. Like any skill, it takes practice.

Grading Policy

Assignment of final grades in accordance with University Grading Policy (<https://catalog.arizona.edu/policy/grades-and-grading-system>) as follows:

90-100% = A
80-89.9% = B
70-79.9% = C
60-69.9% = D
Below 59.9% = E/F

Instructor does not 'round' grades pursuant to the above policy. For example, a 79.99% earns a "C" grade.

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

Assessment of student performance will be conducted as follows:

Syllabus Quiz/VCE Quiz	5% of total grade
Reading Quizzes	25% of total grade
Amazon Reviews	30% of total grade
Memos	40% of total grade

Extra-credit Work:

I offer **NO extra credit or substitute work**. Further, pursuant to university policy, I cannot change grades after the end of the semester unless I have made a calculation error. Please make every possible effort to keep up with your work and **seek help early if you are falling behind**. This is a fast-paced course, it will be difficult to catch up!

Course Roadmap:

The course is divided into 5 weekly modules that cover nine different topics:

All work is due **11:59pm on Friday of each week**. The following is our course roadmap. I will post any updates to the schedule or due dates on D2L.

	TEXTBOOK READINGS	ONLINE RESOURCES	EXAM/QUIZ	WRITTEN ASSIGNMENT
<p><u>Start Here & Week 1</u> <i>July 8- July 12</i></p> <p>How do I succeed in this course? What is Sociology? What kinds of questions do Sociologists ask?</p>	<p>Syllabus</p> <p>Chapter 1: The Sociological Imagination: An introduction</p>	<p>Welcome Video</p> <p>Amazon Review 1: The wisdom of sociology (13:59)</p>	<p>Syllabus Agreement</p> <p>InQuizitive How-to Quiz InQuizitive Chapter 1</p>	<p>Memo #1: Survey</p> <p>All work is due 11:59pm on Friday of each week</p>
<p><u>Week 2</u> <i>July 13- July 19</i></p> <p>How do I answer questions about society? How does sociology view the nature versus nurture debate?</p>	<p>Chapter 2: Methods</p> <p>Chapter 4: Socialization and the Construction of Reality</p>	<p>Weekly introduction video</p> <p>Amazon Review 2: LARPing Saved My Life (20:57)</p>	<p>InQuizitive Chapter 2 InQuizitive Chapter 4</p>	<p>Memo #2: Interview</p>
<p><u>Week 3</u> <i>July 20-July 26</i></p> <p>What kinds of social groups make up one's network? What about those people who don't fit in?</p>	<p>Chapter 5: Groups and Networks</p> <p>Chapter 6: Social Control and Deviance</p>	<p>Weekly introduction video</p> <p>Amazon Review 3: Barrio de Paz (17:03)</p>	<p>InQuizitive Chapter 5 InQuizitive Chapter 6</p>	<p>Memo #3: Participant Observation</p>

	TEXTBOOK READINGS	ONLINE RESOURCES	EXAM/QUIZ	WRITTEN ASSIGNMENT
<p><u>Week 4</u> July 27- Aug 2</p> <p>What is the difference between Sex and Gender? How is race socially constructed?</p>	<p>Chapter 8: Gender Inequality</p> <p>Chapter 9: Ethnicity and Race</p>	<p>Weekly introduction video</p> <p>Amazon Review 4 : 6 options: 1. Transmormon (14:52) 2. Transgender Rights by John Oliver (16:47) 3. Living as a non-binary in a binary world by Graysen Hall (14:35) 4. DiscrimiNATION by Trevor Noah (20:32) 5. School Segregation by John Oliver (17:58) 6. If Mexican isn't a Race, then what Race are they? by Masaman (10:52 but more lecture heavy)</p>	<p>InQuizitive Chapter 8 InQuizitive Chapter 9</p>	<p>Memo #4: Dataset</p>
<p><u>Week 5</u> Aug 3-7</p> <p>What other topics do sociologists study? What sociological concepts are interesting to me?</p>	<p>Reader's Choice: One Chapter from – Ch 3: Culture and Media <i>or</i> Ch 7: Stratification <i>or</i> Ch 10: Family</p>	<p>Weekly introduction video</p> <p>Amazon Review 5: Reviewer's choice</p>	<p>InQuizitive for Chosen Chapter</p>	<p>Memo #5: Debrief</p> <p>THIS WEEK YOUR WORK IS DUE ON WEDNESDAY August 7th AT 11:59 pm</p>

Other Student Policies:

Honors Credit

Students wishing to contract this course for Honors Credit should email me to set up an appointment to discuss the terms of the contract and to sign the Honors Course Contract Request Form. The form is available at <http://www.honors.arizona.edu/documents/students/ContractRequestFrom.pdf>.

Late Work Policy

Late work is NOT ACCEPTED, unless it is accompanied by a Physician/Nurse Practitioner excuse, Dean's Excuse, or documented family emergency. Students ARE NOT to email instructor late work 'just in case'; instructor will not respond to such emails, nor will attached work be accepted for credit. Students are advised to **complete assignments WELL IN ADVANCE**. Students should anticipate and plan for non-emergency challenges (such as transportation issues, internet connectivity issues, competing demands between work/school, etc.) as these instances do NOT constitute a medical/family emergency or Dean's Excused Absence.

Attendance Policy

The UA's policy concerning Class Attendance and Administrative Drops is available at: <http://catalog.arizona.edu/2015-16/policies/classatten.htm>

The UA policy regarding absences on and accommodation of religious holidays is available at <http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-and-practice>.

Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored. See: http://uhap.web.arizona.edu/chapter_7#7.04.02

Virtual Classroom Behavior

The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self. See: <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Please also refer to Netiquette guidelines <http://www.albion.com/netiquette/index.html>

Accessibility and Accommodations

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit <http://drc.arizona.edu/>.

If you have reasonable accommodations, please contact me to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Student Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of **independent effort** (which means no papers written by other students, purchased online or a third-party paper mill) unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See:

<http://deanofstudents.arizona.edu/codeofacademicintegrity>

<http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism available at:

<http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions (aka penalties like potential expulsion and/or failing this course and a lengthy process involving the Dean's Office). Additionally, students who use D2L or UA email to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student email addresses. This conduct may also constitute copyright infringement.

Plagiarism and cheating of any kind will not be tolerated. Violations of Academic Integrity will be taken seriously and reported to the Dean's Office or, for minor infractions, a failing grade in this course. Ignorance of what is considered violations of academic integrity is not a valid excuse. You must submit original work for all assignments. Students are expected to properly cite sources (readings, research articles, lecture notes, powerpoints, videos, pictures) when using information, arguments or ideas that are not their own.

The following activities are expressly prohibited:

- Copying work from a classmate
- Copying work from anyone who has taken this course previously
- Having someone complete assignments other than the student registered for the course
- Submitting work/ideas of another author without using proper citations
- Copying and pasting from websites (including Wikipedia and blogs)
- Taking exams or quizzes with other students from the class
- Resubmitting assignments you turned in for previous courses without approval from me and the other instructor
- Submitting false documentation for missing course related deadlines
- If you copy someone's work and use most of their original wording but change a few words without citing the original author, it is still considered a violation of academic integrity.

Additional Resources for Students (recommended links)

UA Non-discrimination and Anti-harassment policy:

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

<http://policy.arizona.edu/sites/default/files/Nondiscrimination.pdf>

UA Academic policies and procedures are available at:

<http://catalog.arizona.edu/2015-16/policies/aaindex.html>

Student Assistance and Advocacy information is available at:

<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Confidentiality of Student Records

<https://deanofstudents.arizona.edu/student-assistance/confidentiality-privacy>

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

Notification of Objectionable Materials

Although course content may be deemed offensive by some students, such materials are deemed important for the learning process. Students are not excused from interacting with such materials, but they are certainly encouraged to express well-formed opinions that express those objections and their reasons for them. Please feel free to email me or post on “Ask the Instructor” or as part of your weekly Amazon review.