

~Introduction to Sociology ~
SOCY 1001-010 Spring 2006
Recitation Addendum to the Course Syllabus

Instructor Contact Information

- **Instructor:** Aaron Johnson
- **Email:** aaron.johnson@colorado.edu
- **Office Hours:** Monday's 11:00 to 3:00, Friday's 9:00 to 10:00 and by appointment
- **Office:** Ketchum 409 (top of the stairs at the west end of the building)
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For directions to the classroom or the instructor's office: <http://www.colorado.edu/campusmap/>

Goals and Objectives

Recitation Goals: The primary goals of this recitation are...

1. *To facilitate a study of the course lectures and readings through teaching to and facilitating the use of "critical thinking" skills.* "Critical thinking" is that mode of thinking - about any subject, content, or problem - in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them. Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking. Critical thinking necessitates effective communication and problem solving abilities and a commitment to overcome our native egocentrism and sociocentrism.
2. *To facilitate an ongoing, "critical" dialogue concerning the connection between sociology and the students' personal, day-to-day experiences, and informed by and in consideration of the course concepts, perspectives and theories.* It is expected that at some point in the semester, a theory or belief raised in lecture, in a reading or by a classmate will be raised that differs from, and even challenge, what you know you know about your experiences in "social reality". Sociology frequently offers answers to individuals' and society's most pressing questions that are more critical, controversial and counter-intuitive than popular understandings. It has been said that sociology encourages people to think about their world in new ways, and perhaps to even to act differently. As renowned sociologist Peter Berger reminds us, sociology allows us to see that "things are not what they seem". In consideration of such, this course presents sociology as a unique and often controversial point of view, distinguished more by its perspective on human behavior and social life than by its subject matter. It is hoped that this course will come to represent an important point of departure from conventional and popular understandings of the social world around us. It is hoped that over the course of the semester each student will develop a keen "sociological imagination" and will come to appreciate the relevance and depth of insight provided by sociological concepts, perspectives, theories to their academic and personal lives.
3. *To administer, teach to, assess and provide feedback on the course writing assignments.* All matters concerning the course writing assignments will be dealt with in recitation.

Instructor Teaching Goals: In recognition of the students' investment of time, effort and money and toward ensuring that their participation in the course is realized as "worthwhile", the instructor has set the following seven "instructor teaching goals".

1. *Content Expertise* – The course instructor will strive to contribute an expert-level knowledge regarding the aspects of sociology covered in the course. Furthermore, the course instructor will strive to assist students in understanding the relevance and applicability of sociology to other areas of their academic and personal lives.
2. *Teaching Expertise* – The course instructor will strive to plan and facilitate a course of study that eases the students' effort to comprehend a potentially difficult subject. Furthermore, it is the intention of the course instructor to plan and facilitate a study that accommodates a broad range of student learning styles and that allows for a diversity of modes of expression.

3. *Organization* – The course instructor will strive to arrange the course material and organize the recitation meetings in an helpful and “intuitively” meaningful scope and sequence.
4. *Clarity* – The course instructor will strive to present the course material and communicate student expectations in a precise and straightforward manner. In particular, it is the instructor’s intention to provide students with a clear explanation and purpose for the course readings, lectures and other assignments.
5. *Enthusiasm and Motivation* – As a means of motivation, the course instructor will strive to openly demonstrate an enthusiasm for the potential depth of insight and relevance of sociology to other academic and personal aspects of students’ lives. Additionally, it is the instructor’s intention to motivate students to succeed through challenging their intellectual abilities.
6. *Accessibility* – The course instructor will strive to provide regularly scheduled and student-requested opportunities to discuss matters pertaining to the course through the use of email messages, recitations and office hours.
7. *Fairness* – The course instructor will strive to ensure that expectations regarding the quality and quantity of the course requirements, workload, scoring criteria and grading procedures are fair and consistently applied. Furthermore, it is the instructor’s intention to attempt to balance the idea of “fairness” with that of “equal treatment” when dealing with individual student requests for accommodations and exceptions to the course requirements.

Student Objectives: In support of students’ investment of time, effort and money and toward ensuring that their participation in the course is realized as “worthwhile”, the course instructor has established the following goals and objectives concerning student study habits.

1. In preparation for each recitation meeting, students are expected to have...
 - Studied the assigned reading(s) and taken reading notes.
 - Attended the lectures and taken lecture notes.
 - “Thought critically” about the readings and lectures, while paying special attention to the implications for and resonance with their preconceived understandings and personal experiences in “social reality”.
2. To fully participate in recitation, students are expected to...
 - *Attend recitation.* More so, students are expected arrive on time, to bring relevant readings and notes, and to remain present and engaged until the recitation is completed. Students are not required to provide “excuses”, or even notify the instructor of their absence. However, even when absent, students are responsible for all information presented in recitation. In addition to the course material, this includes announcements, changes to the schedule and assignment criteria, etc. When absent, students should arrange to get this sort of information from their classmates rather than the course instructor or TA.
 - *Provide evidence of their “critical thinking” about the readings and lectures* and demonstrate their ability to meet academic standards of excellence through participation in class activities and discussions. Evidence of “critical thinking” can include lecture and reading “notes”/outlines/concept maps; examples of concepts/perspectives/theories from the media; insightful/comical/poignant comments, questions or concerns on the course material; thoughts on the implications for preconceived understandings; reflection on agreement with personal experiences; relevant websites; further readings; personal experiences, etc...).
 - *Contribute to collaborative learning groups and/or participating in other in-class activities.* Participation may also include additional reflection and written work following the in-class activity as well as supporting additional study efforts by CLG
3. At all times, students are expected assume responsibility for their learning. While the course instructors will make every effort to facilitate the students leaning experience, ultimately, it is the students’ time, effort, money and grade that are at stake, and as such, they are expected to provide constructive and timely feedback to the course instructors regarding their educational needs.

These aforementioned goals and objectives have been set specifically in reference to the recitation component of the course and are not intended to supercede the course policies and objectives found in the syllabus.

Recitation Structure

Recitation Components

1. Announcements and administrative tasks
2. Critical thinking and metacognition / Feedback and assessment
3. Q&A/Discussion: on readings, lecture, connection between, comments, questions, connection to personal experiences, etc...
4. In-class participation activity / CLG session (see below)
5. Wrap-up & preview next week

Collaborative Learning Groups (CLGs): A key component of recitation is the use of “collaborative learning groups”, or “CLGs”. All students enrolled in recitation will be placed in a CLG by the course instructor and expected to remain with their assigned CLG for the duration of the semester. CLGs are used to facilitate a variety of in-class group writing activities, group discussions, collaborative study sessions and peer-assessment activities. Students who are having difficulty with their assigned CLG should contact the course instructor privately. The course instructor will make every reasonable effort to ensure an amicable CLG, but students are primarily responsible for the smooth functioning of their groups. On occasion, ad hoc groups in which students may self-select their group may be used in the facilitation of class learning activities. (Generally speaking, this sort of teaching is rooted in the idea of the social construction of knowledge, pragmatic philosophy and experiential pedagogy. For more information regarding the pedagogy of collaborative learning groups, see Rinehart, Jane. 1999. "Turning Theory into Theorizing: Collaborative Learning in a Sociological Theory Course." *Teaching Sociology* 27:216-232 or see me during office hours.

Assignments and Assessments

Instructor Assessments

At the conclusion of each exam review students will be asked to complete an assessment of the course instructor's attainment of the 7 teaching goals found in this addendum to the course syllabus. Students will be provided an evaluation form to facilitate and standardize their assessment of the instructor. In addition to this assessment, students will also be expected to complete the University's regular “FCQ” evaluation at the end of the semester. While all assessments of the course and instructors are anonymous, students are strongly encouraged to complete the assessments and thanked in advance for their thoughtful critiques and constructive criticisms.

Student Assessments

The following breakdown of the course scoring presented below is the same information as presented in Course Syllabus and students should refer to it for a complete detailing of the course assignments and assessments. While all three exams will be administered in lecture, the writing assignments will be administered, taught to and assessed in recitation. Additional writing assignment details will be provided in class and posted to WebCT early in the semester.

Point Breakdown:

- Test One 45 pts
- Test Two 75 pts
- Final Exam 100 pts
- Recitation 75 pts (see below for more information)
- Response Papers 30 pts
- Academic Paper 75 pts
- Total 400 pts

“Recitation” (that is, *attendance and participation* in recitation meetings): Recitation is worth 75 points, or 5 points per meeting. This means that recitation equals 18.75% of your final grade. There are 2 way to earn the 75 points associated with recitation:

1. Attend and participate in recitations
 - Attendance is a prerequisite for the in-class participation activity, and lecture and reading notes will frequently be required
 - Participation may include bringing required items, and/or short writing assignments due in class or the next recitation meeting

2. “Out-of-Class Participation Assignments” (PAs)
 - In lieu of option number 1, students may also complete a participation activity selected from list of PAs
 - PAs must be associated with the week in which recitation was missed
 - PAs must be submitted on or before the due date indicated
 - The list of PAs and assignment-specific directions will be posted to WebCT early in the semester and updated weekly

Continued enrollment in the course is taken as understanding of and consent to the guidelines specified in this addendum to the course syllabus. Please be sure to see the course instructor if you have any questions, comments or concerns.

Recitation Meeting Schedule

Week One Introduction-Course Expectations

Make sure you can log into WEB CT, read the syllabus thoroughly and ask me or your TA any questions about class policy, readings, assignments, and due dates

Class Meetings

Lecture: Wednesday, January 18

Recitation 011: Thursday, January 19

Recitation 014: Friday, January 20

Recitation 013: Friday, January 20

Recitation 012: Monday, January 23

Week Two Perspective and The Sociological Imagination

Reading SO: pgs 1-15

Class Meetings

Lectures: Monday, January 23 & Wednesday, January 25

Recitation 011: Thursday, January 26

Recitation 014: Friday, January 27

Recitation 013: Friday, January 27

Recitation 012: Monday, January 30

Week Three Theoretical Perspectives within Sociology

Reading SO: pgs 16-32

Class Meetings

Lectures: Monday, January 30 & Wednesday, February 1

Recitation 011: Thursday, February 2

Recitation 014: Friday, February 3

Recitation 013: Friday, February 3

Recitation 012: Monday, February 6

Week Four How is Sociology “Done?” Research as art, craft, and science

Reading WCT: Davis, McIntyre, and Meyer

Class Meetings

Lectures: Monday, February 6 & Wednesday, February 8

Recitation 011: Thursday, February 9

Recitation 014: Friday, February 10

Recitation 013: Friday, February 10

Recitation 012: Monday, February 13

Week Five Culture

Reading WCT: Kluckhohn, Natadecha-Sponsel, and Clark and SO: pgs 67-79

Class Meetings

Lectures: Monday, February 13 & Wednesday, February 15

Recitation 011: Thursday, February 16

Recitation 014: Friday, February 17

Recitation 013: Friday, February 17

Recitation 012: Monday, February 20

Week Six Monday Wrap up—Wednesday Test (bring #2 pencil)

Reading Study Guide for **Test One on Wednesday, February 22**

Class Meetings

Lectures: Monday, February 20 & **Wednesday, February 22**

Recitation 011: Thursday, February 23

Recitation 014: Friday, February 24

Recitation 013: Friday, February 24

Recitation 012: Monday, February 27

Week Seven Social Structure and Interaction

Reading WCT: Goffman and SO: pgs 132-150 and pgs 332-339

Class Meetings

Lectures: Monday, February 27 & Wednesday, March 1

Recitation 011: Thursday, March 2

Recitation 014: Friday, March 3

Recitation 013: Friday, March 3

Recitation 012: Monday, March 6

Week Eight Institutions, Socialization, Institutions, and Identity

Reading WCT: Sadker and Sadker, Dyer and SO: pgs 102-111

Class Meetings

Lectures: Monday, March 6 & Wednesday, March 8

Recitation 011: Thursday, March 9

Recitation 014: Friday, March 10

Recitation 013: Friday, March 10

Recitation 012: Monday, March 13

Week Nine More of the Same-Institutions, Socialization, etc...

Reading SO: pgs 112-131 and 277-291

Class Meetings

Lectures: Monday, March 13 & Wednesday, March 15

Recitation 011: Thursday, March 16

Recitation 014: Friday, March 17

Recitation 013: Friday, March 17

Recitation 012: Monday, March 20

Week Ten Social Control and Deviance

Reading SO: pgs 175-181 and WCT: Clark et al, Benson, Rosenhan

Class Meetings

Lectures: Monday, March 20 & Wednesday, March 22

Recitation 011: Thursday, March 23

Recitation 014: Friday, March 24

Recitation 013: Friday, March 24

Recitation 012: Monday, April 3

☺ **No Classes! - Spring Break** ☺
(March 27-31)

Week Eleven Monday Review/wrap up for Test on Wednesday (#2 pencil) Inequality-Says who? (Social class and mobility) Reading Study Guide for **Test Two on Wednesday, April 5**

Class Meetings

Lectures: Monday, April 3 & **Wednesday, April 5**

Recitation 011: Thursday, April 6

Recitation 014: Friday, April 7

Recitation 013: Friday, April 7

Recitation 012: Monday, April 10

Week Twelve Inequality-Says who? (Social class and mobility)

Reading SO: pgs 191-200 and WCT: Loewen, Tumin, and Gans

Class Meetings

Lectures: Monday, April 10 & Wednesday, April 12

Recitation 011: Thursday, April 13

Recitation 014: Friday, April 14

Recitation 013: Friday, April 14

Recitation 012: Monday, April 17

Week Thirteen Inequality-still? (race, gender, sexuality, age, etc..)

Reading WCT: Leung and SO: pgs 325-331, 346-352, and 360-368

Class Meetings

Lectures: Monday, April 17 & Wednesday, April 19

Recitation 011: Thursday, April 20

Recitation 014: Friday, April 21

Recitation 013: Friday, April 21

Recitation 012: Monday, April 24

Week Fourteen Continuity and Change-Wednesday April 14 Paper due in class
Reading SO: pgs 369-387

Class Meetings

Lectures: Monday, April 24 & Wednesday, April 26

Recitation 011: Thursday, April 27

Recitation 014: Friday, April 28

Recitation 013: Friday, April 28

Recitation 012: Monday, May 1

Week Fifteen Social Transformation and tying it all together
Reading SO: 394-397 and WCT: Justice

Class Meetings

Lectures: Monday, May 1 & Wednesday, May 3

Recitation 011: Thursday, May 4

Recitation 014: Friday, May 5

Recitation 013: Friday, May 5

Recitation 012: **Optional meeting?**

Final Exam Period: Monday, May 8th @ 4:30-7:00 in EDUC 220