

Introduction to Sociology - SOCY 1001-100
Course Syllabus
Fall 2011

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Course Website: <http://www.introsociology.net>

Office Hours: MW 12:00 - 1:30 and by appointment.

Course Description

This intensive survey course provides an introduction to sociology. We will discuss the scope, methods, and usefulness of examining the world sociologically. You will learn how to employ a “sociological imagination” to understand and analyze current human conditions and creative imaginings of possible alternatives and futures. You will also gain practical skills that will be helpful in other classes as well as the world beyond the classroom.

Course Expectations

Welcome to our class. The primary goal of my teaching philosophy is to encourage the learning process through interactive feedback and discussion – thus your preparation for and participation in each class session are critical to your success as well as the success of everyone else in the classroom. What you get out of this class will be a direct reflection of the work and effort you put into it.

Students and faculty each share the responsibility for maintaining an appropriate learning environment. It is my responsibility to create a space where all participants feel safe asking questions and sharing their ideas, beliefs, thoughts, and concerns. In order for this to be possible it is crucial that all students behave in a **respectful manner toward all** participants and listeners in the classroom. While healthy debate will be encouraged - insensitive comments based on identity, race, ethnicity, gender, age, class, sexual orientation, religion, ideas, or beliefs will simply *not be tolerated*. No one should be made to feel as if they are being attacked personally while in class. We will be discussing how silencing the opinions of marginalized groups have operated to deny some people the kind of opportunities that many of us expect and demand. As a theme in this class we will also be discussing how words are social actions themselves, products and tools that both enforce and are reflective of existing power and privilege inequities.

This is college and we are all adults. Everyone is expected to behave in a respectful manner while in class. **Don't be a habitual line-stepper.** I can overlook one or two instances of disrespectful behavior. However, if your behavior becomes an issue such that I need to address it, I will warn you once. After a warning I reserve the right to bar you from attending. I also **reserve the right to assign you a failing grade due to disruptive or inappropriate behavior** regardless of your performance on course assignments.

Class Meetings

Please arrive to class on time and do not leave early. Doing so is disruptive and disrespectful to me as well as your fellow students. **Please turn off or silence cell phones before class begins.** While cell phone use has become pervasive in our culture I consider it disrespectful for you to be focused on your phone rather than contributing to class. Worse still, a ringing or buzzing phone interrupts every other person in the class for one person's phone call/text/email.

You should be ready to engage with course material at the start of class. This means you should have read the assigned reading for the day and that you are ready to discuss what you found interesting, confusing, problematic, etc. *I will not stand at the front of the room and lecture to passive receptors.* This class depends on all of us actively contributing in order to make our class time productive for learning.

I do not allow use of laptops or cell phones in class except at specific times that will be announced.

Required Readings

Sociology: Exploring the Architecture of Everyday Life: Brief Edition, 2nd edition (the textbook).

Sociology: Exploring the Architecture of Everyday Life: Readings, 8th edition (the reader).

There will also be required viewing of a number of documentaries and media pieces so you must sign up for DropBox (<https://www.dropbox.com/>) and install VLC on a computer you will have regular access to during the semester (<http://www.videolan.org/vlc>). Both DropBox and VLC are free and open-source. A few readings will also be posted to CU Learn.

Note that should you decide to purchase an earlier edition of the texts it is your responsibility to figure out any differences and access any content that is not in the earlier edition. Please plan to bring the reader to lecture so we can reference specifics as we discuss the articles.

Grades

Attendance, Participation, and Reading: You are required to attend and participate in *all classes*. Attendance will be taken, and course participation will be included in your final grade. You are required to complete all assigned readings *before* class meets, and assignments are to be handed in at the *beginning* of class.

Late Policy: If you need an extension on any course work, please email me no later than 7:00pm *the day before the assignment is due*. If the circumstances are reasonable (documentation is required), you will be allowed up to three days after the original due date to turn in your work. *Approval for an extension is required*. If you are unable to attend class when work is due, I expect you to submit the assignment early, have someone turn it in for you during class, or make other arrangements with me as described above. **Assignments placed in my mailbox or emailed will not be acknowledged unless we have made prior arrangements.**

Course Assignments: Descriptions of course assignments will be made available on the course website. They will also be discussed in class. Due dates are listed on the course schedule. You are responsible for obtaining these assignments and completing them on time.

Course Agreement

First, in order to remain enrolled in this class you must sign and hand in a Course Agreement Form indicating you have read and understand this syllabus. Course Agreement Forms are available on CU Learn. These must be printed in black ink on white paper and need to be signed in ink. Course Agreement Forms are due by the end of class on Wednesday August 31st.

Reading Quizzes - 15%

These may vary in format and will be given at my discretion. Typically they will be unannounced. Each quiz will be worth a small portion of your grade but altogether they will account for a substantial portion. This class is designed so that if you don't read regularly prior to class you will not do well.

Reading Responses 30% (6 x 5%)

SEVEN times during the semester you will need to turn in a Reading Response paper. The SIX highest scores will count toward your final grade. You can either drop the lowest grade or only complete six. These are to be critical, engaged responses to *all* of the non-textbook readings for one week of class. They are due Wednesday in lecture and you can start turning them in as of the second week of class. You may not turn these in early or late. You have some freedom to turn these in for the weeks you prefer. However, four are due during the first half of the semester. The other three are due prior to the final day of class.

Responses that clearly demonstrate you have done a close reading of all assigned non-textbook material will earn top scores. We will discuss the format and content of these in greater detail in class. Reading Responses must be three pages or less adhering to the formatting rules stated below in this syllabus.

Applications - 15% (5 x 3%)

You are required to complete FIVE application assignments of the nine options. These exercises will require you to consciously apply sociological ideas, theories, and understandings to your own life as well as to critically reflect on how a sociological perspective changes interactions and understanding. You have the freedom to choose the specific applications you will complete. A detailed explanation of the options including writing guidelines and formatting rules will be posted on the course website.

Leading Class – 5%

Every student will be asked to work with a small group to present course material and lead class discussion once during the semester. This class is collectively ours. We will all be involved in creating a productive atmosphere for learning during class periods. Further details will be discussed in class.

Media Analysis Essay/Website Post – 15%

Rather than a midterm exam you will be asked to critically analyze a series of print/digital advertisements through a sociological lens. Further details will be discussed in class.

Photo Essay/Website post – 15%

Instead of a final exam every student will turn in a photo essay via the course website (www.introsociology.net). For this assignment you will take pictures during your daily life and critically analyze them from a sociological perspective. Further details will be discussed in class and we will work on this together in-class at least twice during the semester.

Class Participation – up to +/- 3%

Participation will be based on classroom behavior and engagement. Paying attention, taking notes, and participating in class discussions and activities is the best way to earn these points. Having a cell phone out in class, reading the paper, and holding side conversations is the best way to not earn these points.

Recitation – 5%

You are expected to attend recitation. Please refer to the recitation syllabus for more details.

Grading Standards

Here are the standards for earning a percentage or letter grade on any assignment and overall in the course:

Letter Grades and Percentages	Description
A ≥ 90%	Exceeds all required elements of an assignment, and the quality of the work is considerably greater than what was required. The quality of the work is considerably above the class average and impressive to the evaluator.
90% > B ≥ 80%	Meets all required elements of an assignment. The quality of the work is better than what is required and demonstrated by the class average.
80% > C ≥ 70%	Meets all required elements of an assignment, no more, no less. Quality of assignment is satisfactory for college level work.
70% > D ≥ 60%	Fails to meet all required elements of an assignment, and/or the quality is less than satisfactory.
60% > F	Only meets some of the required elements of an assignment, and/or the quality of the assignment is considerably lower than satisfactory. 50% of points are not guaranteed. At this level points are only given if some elements of the assignment are met. If not, very low percentages will be earned.

These standards may be higher than you've encountered previously in your educational career. The distribution curve of final grades for this class consistently meets the university's standards for fair and rigorous evaluation. I am available to offer assistance, feedback, advice, etc. to assist you in meeting these standards and taking away from this course the ability to perform at this level. Your teaching assistant is also available for help. However, you must seek us out and request this assistance. Office hours are the best place to do this. If you do seek out help the benefits of this course will increase considerably.

We give credit as it is earned based on the content of the work. Each assignment we evaluate begins as a zero and is awarded points according to the quality of the work. We are happy to discuss how and why we awarded points and how to do better in the future. However, we will not participate in discussions about grades that rely on the assumption that a paper should have earned full credit and thus why points were "lost" is what needs to be justified. If there is disagreement about a grade it is the burden of the student to justify why and how more points were earned than were given.

Progressive Grading Standards

In general grading standards will get progressively more rigorous as we progress through the semester. For example, on the first reading response I will not severely penalize missing citations or formatting/typographic mistakes unless they are numerous. However, by the final application essay I expect that you will have received enough feedback such that citations will be formatted properly and typographic mistakes will be non-existent or minimal. If such pervasive mistakes do appear on a later essay the penalty to the grade will be significantly greater than it would be at the beginning of the semester.

Grade Concerns

I want you to do well in this class. As an instructor it is always better to see students do well. I am here to teach you, improve your academic skills, and encourage your interest and understanding of these subjects. **If you have concerns about your grades, please see/contact me immediately preferably during office hours.**

Do not wait until the end of the term when it will be too late to work with you to improve your grade.

When your written work is returned to you with a grade, take some time to read the comments. We take the time to correct and comment on papers for a reason. If you don't understand the feedback back, ask about it. If you have other concerns come to office hours and ask questions.

Formatting Rules for Written Assignments

All written assignments for this course must adhere to the following formatting requirements. Failure to do so will either result in a lower grade or all or part of the assignment not being accepted for credit.

- *Cite when appropriate. Failure to cite properly in the body of your work and to include a references page is unacceptable. We will cover how to do this properly in class.*
- Except for work done in class, **handwritten assignments will not be accepted** for any credit.
- Assignments that are more than one page must be **stapled** or I will only accept the first page for credit, if at all. Do *not* use paper clips, binder clips, fancy folds, tape, glue, or any other method of attaching paper other than a staple.
- All assignments should have 1" or 1.25" margins on all sides. They should be printed in black ink in a standard, legible font that is either 11 or 12 point in size.
- Assignment-specific guidelines take precedence over these general guidelines if there is any contradiction.
- Two-sided printing and printing on a clean side of scrap paper is acceptable and encouraged.

Class Policies

Returned Student Work

Keep ALL of your returned assignments and graded work until the end of the semester.

Students bear the burden of proof for disputes related to grades. In other words, it is your responsibility to provide the original document(s) I have graded, with my comments, for reconsideration or correction of my records.

General Policies

- You may *not* photograph, or use audio or video recording devices of any kind, including cellular phones, during class, without my express prior written permission.
- Please let me know before the drop/add deadline if you have a health problem or a disability that necessitates leaving the room during class time, consistently arriving late or needing to leave early. If other reasons will prevent you from being unable to regularly get to class on time or needing to regularly leave early you should drop this class.
- You may not make up in-class work. If you miss a class, please get notes from a classmate rather than asking me, the instructor, for notes. **You are responsible for all information communicated in class, whether or not you are in attendance.**
- Information on scheduling changes, changes to readings, and assigned work will be posted on the course website and/or emailed to you. Check email regularly and consult the course website before contacting me with these questions.
- I will not give incompletes in this course except under unusual, well-documented circumstances.
- I take cheating and dishonesty very seriously. Honor code violations will be reported to the Honor Code Council and will result in a zero (0) for the assignment *at a minimum* and may also result in a zero (0) for your overall course grade.

Syllabus Changes

I reserve the right to change any aspect of this course as I deem it necessary.

University Policies

Honor Code

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid that constitutes academic dishonesty, fabrication, lying, bribery, and threatening or intimidating behavior. All incidents of academic misconduct shall be reported to the Honor Code Council and those students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member involved and non-academic sanctions given by the Honor Code Council (including but not limited to university probation, suspension, or expulsion). Refer to <http://www.colorado.edu/honorcode> to view the specific guidelines. If you have any questions related to this policy, contact the Honor Code Council at honor@colorado.edu. Cheating and plagiarism are taken very seriously and will result in a failing grade *for the course*.

Behavioral Expectations

Students are expected to arrive to class on time, with all materials for the day and should not leave before class has come to an end barring exceptional circumstances. The University has a classroom behavior policy, (see <http://www.colorado.edu/policies/classbehavior.html>) and students are required to adhere to the behavior standards listed in this policy document and to refrain from disrupting class.

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to disciplinary measures. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide

classroom discussion, and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, nationalities, culture, religion, politics, sexual orientation, gender, and gender variance (a major part of this class).

Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

Discrimination and Harassment

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, you should notify me at least two weeks ahead of time to request special accommodation if you have a conflict. See full details at http://www.colorado.edu/policies/fac_relig.html.

Students with Disabilities

If you qualify for accommodations because of a disability, please submit a letter to me from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities (C4C Suite N200, <http://www.colorado.edu/disabilityservices>).

Other Obligations

I will make reasonable efforts to deal fairly with students who, because of religious practices, participation in athletics, or other structured activities, have just cause to request assistance coping with conflicts with attendance or assignments. All students to whom this applies must contact me in writing listing specific obligations and dates within the first three weeks of class. Forgetting to do so is not a valid excuse. No late reading responses, applications, or other assignments will be given or accepted except in extraordinary circumstances at my discretion.