

Sociology 101

Introduction to Sociology

Fall 2014, section 404
Engelman 105
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BACKGROUND

Sociology helps us understand why people do what they do by examining the social settings in which people live their lives. The primary goal of this course is to help you think sociologically -- to think about the social factors that shape people's actions and beliefs -- and to show you how such thinking is useful. Through systematic examination, we will try to use sociology to make sense of people's behavior and ideas.

The course is organized into three parts.

- In the first section, we develop the basic building blocks of a sociological perspective. Sociology is fundamentally about patterns (we'll sometimes call them "structures") of social relations and interaction and how these patterns influence what people do and think. In this first section we ask the basic question: who does what? We introduce ideas and concepts that help analyze and explain how behavioral patterns differ from person to person, from culture to culture, from one time to another.
- In the second section of the course, we look at structures of inequality by asking the question: who gets what? How can we explain uneven distributions of valued resources among individuals, groups, and societies? What are the social mechanisms that maintain or change those inequalities?
- In the third section, we examine the great institutions common to, yet different in, all societies, starting with family and marriage and moving from there to religion and politics. We then examine sources of social change -- such as social movements, deviance and crime, population, urbanization, and globalization -- that shape and challenge inequalities and institutions.

This syllabus, along with additional required readings, lecture outlines, course grades, supplementary lecture material, links to interesting data and resources for UWM students, information on career options for sociology majors, and other items and information will be posted on the internet via the UWM D2L (Desire to Learn) system at <https://d2l.uwm.edu>.

Sociology 101 meets UWM General Education Requirements (GER) because it involves the:

- study of intrapersonal, interpersonal, and social-cultural factors associated with individual behavior, collective action, or societal development.
- study of human collectivities, organization, institutions, and cultures, their infrastructures and interrelationships.
- study of capacities for and/or techniques of behavior adoption and change.
- study of methodologies designed for conducting inquiry into human behavior, collective action, societies, or cultures.
- study of alternative theoretical frameworks which attempt to explain social phenomena.

One key UWM GER learning goal for the course:

- to understand and be able to distinguish the concepts and theories of sociology to appreciate alternative accounts of how social forces shape human behavior and belief

Student work that will address this learning goal: A key way that we will address this learning goal will be through multiple choice examination questions. One such type of question may provide the student with a scenario or set of facts and ask the student to choose which theory best explains that social situation.

Assessment Criteria: Student examination work will be assessed on the basis of whether the student can adjudicate between the response categories to choose the answer which accurately represents the theory in the question.

REQUIRED MATERIALS AND READINGS

- Turning Technology keypad (“clicker”) or Turning Technology ResponseWare (see D2L site for handouts)
- Giddens, Duneier, Appelbaum, and Carr *Essentials of Sociology* 4th edition, (hereafter, **GDAC**)
- Additional required readings are posted on the course D2L site under “content”

GRADING

Lecture participation	10%
3 (of 4) exams	20% each
Discussion section assignments	30%

Lecture participation. This class will consist of two lectures and one discussion session each week. You are required to do course readings prior to each class for which they are assigned. In lectures we will be using the “clicker” or “student response system” (SRS) technology to enhance student learning. This wireless SRS technology provides greater opportunities for you to participate in and to interact with the lecture material. We will also use the technology to gauge your learning, to generate sociological data that will be presented back to the class, and to model and practice exam questions in class. Students who consistently use the clickers perform better on exams and in the class as a whole. To use this technology, you will need to choose ONE of the following options:

1) You may purchase a “clicker” at the UWM bookstore, register it at myclicker.uwm.edu, and bring it to each and every lecture class meeting. If you already own a TurningPoint clicker then you can use it for this course once you register it at myclicker.uwm.edu. If you are using this option, follow the instructions on the “SRS Option 1) Clicker Instructions” handout (posted on course D2L site).

2) If you do not own a clicker and you DO own a smartphone, tablet, or laptop/netbook/notebook computer that you plan bring to every lecture class meeting, you may want to purchase a ResponseWare license for use on that device (instead of purchasing a clicker). Your WiFi internet-ready device will then work as a clicker for class exercises. If you choose this option, you will need to FOLLOW THE INSTRUCTIONS ON the “SRS Option 2) ResponseWare Instructions” handout (posted on course D2L site); the handout explains how to purchase, register, and use the ResponseWare on your WiFi internet-ready device. Note that you should plan to use this device with the free WiFi connections offered by UWM, which will prevent you from incurring connectivity charges via your cell phone plan when you use it as an SRS device during each lecture.

The price for purchasing a clicker is comparable to purchasing a 4 year license for ResponseWare but you can also purchase ResponseWare for a shorter time period for less cost.

- Test your SRS device during first two weeks of class by using it and checking your scores on the course D2L site. If you do not receive a score, report your difficulty to the clicker (SRS) help desk in 225 Bolton Hall for assistance. Any remaining unresolved problems should be reported to Professor Redding
- **On September 15th**, we will start counting clicker participation points toward your final grade
- At the end of the semester, students earning a 75% or better response rate for the lecture clicker exercises (hereafter, the “**75% rule**”) will earn all 10%. Anything less than 75% will earn points as follows: 65-74%: 7%; 50-64%: 4 %; less than 50%: 0%.
- **Each student is responsible for ensuring that her or his SRS device is working properly throughout the semester.** That means you must check your posted D2L clicker scores at least once every week of the semester. Any problems should be reported first to the SRS help desk (225 Bolton); any unresolved issues should be reported to Prof. Redding immediately. Do not expect any leniency if you fail to keep regular track of whether your SRS device is working or not.
- Students who forget their SRS devices for any given class or lose their clickers will not receive credit for clicker exercises. The **75% rule** allows you some leeway to miss a class or two, forget your SRS device once or twice, and/or diagnose and fix a SRS device problem.
- Failure to follow these guidelines may result in the loss of points.

Examinations. 60% of your grade will be based on your performance on three of the four examinations given during the semester. The first three exams (**Sept. 29, Oct. 29, Dec. 3**) test the material covered during those respective sections of the course. The final exam (**Monday, Dec. 15, 10am-12pm**) will cover the entire semester. If you take the first three exams and are satisfied with the knowledge you have gained and the grade you have earned, you are not required to take the final exam. If you miss any one of the first three exams, you must take the final.

BECAUSE WE ALLOW YOU TO DROP YOUR LOWEST EXAM SCORE, NO MAKEUP EXAMS WILL BE GIVEN EXCEPT: 1) IN THE CASE OF A STUDENT WITH TWO OR MORE DOCUMENTED EMERGENCIES OR 2) A STUDENT IN THE U.S. MILITARY OR UWM ATHLETICS WHO CAN DOCUMENT A SCHEDULING CONFLICT. Mark the dates of the four exams on your calendar now; beware that if you skip one of the early exams that could cause a problem if an emergency comes up at one of the later exam dates. If you have an existing schedule conflict or do not like this policy then you should take another course. Incompletes will be given only in the most extreme and well-documented circumstances.

Discussion section assignments. The remaining 30% of your grade will be assigned by your T.A. based on your work in the discussion section. Your T.A. will explain the specific requirements of her or his discussion sections. You will be responsible for completing those assignments; you must do so to receive a passing grade in the course. Discussion sections are designed to delve more deeply into issues raised in lecture or the readings, as well as help resolve any questions or concerns with lecture material. They are not designed to summarize or repeat lecture material.

Managing your time. It is expected that students will spend an average of 10 hours per week completing tasks related to this course. As a general guide, each week students should expect to spend 2.5 hours in lecture and discussion section meetings, 3 hours reading and taking notes on assigned course materials, 1 hour reviewing material from recent class meetings and readings, and 3.5 hours writing reflection essays and/or preparing for examinations. Of course, some weeks may involve more or less time depending on whether an exam is scheduled or a reflection essay assignment is due.

Supplemental Instruction (SI) is offered for this course. SI sessions are group study opportunities, scheduled four times per week. These sessions are facilitated by your SI Leader, who is attending class and preparing SI sessions based on the class content. Students should attend SI sessions to ask questions about course content and to develop learning/study strategies. Students who participate in SI sessions typically earn higher final course grades and exam grades than students who do not. SI attendance is voluntary, and it is not a substitute for class attendance. For specific times and locations please visit: www.pass.uwm.edu.

COURSE SCHEDULE

SECTION I. THE BASICS: BUILDING TOWARD A SOCIOLOGICAL PERSPECTIVE

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS +(from text); *(from D2L)</u>
Sept. 3	Introduction: What is sociology?	
Sept. 8	What is sociology (cont'd)?	+ch. 1: pp. 2-23 *The Sociological Imagination
Sept. 10	Sociological methods	+ch. 1: 23-39 *Telling the Truth about Damned Lies and Statistics
Sept. 15	Culture (First day clicker responses count toward final grade)	+ch. 2: all *Americans aren't the rugged individuals we think they are *For Austrians, Ho-Ho-Ho Is No Laughing Matter
Sept. 17	Socialization, social roles, and the life cycle	+ch. 3: all
Sept. 22	Groups, Categories, Networks, and Identities	+ch. 5: 132-144 *Are Your Friends Making You Fat?
Sept. 24	Organizations	+ch. 5: 144-161 *An Introduction to McDonaldization
Sept. 29	EXAM 1	

SECTION II: STRUCTURES OF INEQUALITY AND POWER

Oct. 1	Stratification, Class, and Inequality (overview)	+ch. 7: all
Oct. 6	Stratification (class and social mobility)	*Harder for Americans to Rise *Young and Isolated
Oct. 8	Stratification (poverty)	*The Functions of Poverty *Our Broken Social Contract
Oct. 13	Gender	+ch. 9: all
Oct. 15	Gender (cont'd)	*The End of Men
Oct. 20	Race and Ethnicity (overview)	+ch. 10: all
Oct. 22	Race and Ethnicity (the civil rights movement and racial inequality)	*What we mean when we say "race is a social construct" *Why it's so hard for whites to understand Ferguson
Oct. 27	Race and Ethnicity (immigration)	*Seeing Mexican Immigration Clearly *Are Asian Americans Becoming "White?"
Oct. 29	EXAM 2	

SECTION III: SOCIAL INSTITUTIONS AND SOCIAL CHANGE

Nov. 3	Education	+ch. 12: 362-377 *After the Bell Curve *College Still Worth It
Nov. 5	Intimate Relationships and Family	+ch. 11: all *-The M.R.S. and the Ph.D.
Nov. 10	Religion	+ch. 12: 377-393
Nov. 12	Politics	+ch. 13: 394-413
Nov. 17	Social Movements and Terrorism	+ch. 16: 517-523 +ch. 13: 413-415 *How Social Movements Matter
Nov. 19	Deviance and Crime	+ch. 6: all
Nov. 24	Deviance and Crime	*Crime Decline in Context
Dec. 1	Population Change	+ch. 15: 491-507 *Millenials: Confident, Connected, Open to Change
Dec. 3	EXAM 3	
Dec. 8	Social Change & Globalization	+ ch. 16: all
Dec. 10	Wrapup, review for final exam	
Dec. 15	FINAL EXAMINATION	10a.m. to 12 noon in Engelman 105

BASIC SUGGESTIONS TO HELP YOU LEARN MORE AND DO YOUR BEST IN SOC. 101

1. Keep up with the readings, doing them before the class for which they are due
 - For the chapters, read the brief summary on the first page and then the “conclusion” and “study outline” at the end of the chapter BEFORE you read the chapter as a whole
 - The important thing is not to understand every detail, but to have a basic understanding of the main topics BEFORE you come in to lecture and discussion. This will help you understand the lectures better and help you *remember* more of what you hear there
 - As noted above, you should plan to spend roughly 10 hours per week on this course, including in-class time and outside of class studying time.
2. On note taking
 - I strongly encourage you to print out (in “handout” form, with 3 slides per page) the power point lecture outlines *before* class, read them over, and bring them to class
 - Once the lecture begins, add notes to these outlines, including but not limited to writing down the key clicker questions
 - Remember that writing *is thinking* and aids memory; just taking some notes will help you remember the material well after the class, as will participating in the clicker exercises
 - Keep your notes organized together by date in a notebook, folder, or binder
3. Regularly review your notes
 - As soon as you leave class, your memory of what went on there begins to fade; if you don’t keep it fresh, it will disappear altogether and you’ll have to re-remember the material later (which takes more time) to successfully complete exams and course assignments
 - You can keep the material fresh by taking 15-20 minutes 3-4 times each week to reread the lecture outlines and the notes you added to them. A total of 1 hour reviewing per week on multiple occasions is not a lot of time but it will pay big dividends later. Give the notes a quick review while on the bus, waiting for a friend, etc. (This same principle explains why I still remember the words to bad pop songs from my younger days; just as those memories fade, I hear a song on the radio or in an elevator and it all comes back to me and stays in my memory bank until the next time I hear it).
 - Regular reviews mean that when you need to access that information, much of it will already be in your head (and it will be better organized there). And you won’t have to do as much work right before the exam
 - Cramming wastes time by loading information into big, disorganized piles in your brain; studying more regularly not only helps you retain more but helps you better organize the material as you store it. That way you can more easily remember and find what you want when you need it (like in an exam).
4. How to best use the study guide
 - Download it off the web as soon as it is available (usually 7-10 days before each exam) and fill it out within a few days after it is posted (allowing you several days before the exam to study from it)
 - Start by trying to answer all the questions without using your notes (this will help you figure out quickly what you know and what you don’t know). You might want to mark those questions you can’t answer with a different color of pen or pencil
 - On the second run through the questions, use your notes and readings to fill in the gaps in your knowledge; any remaining unanswered questions direct to Prof. Redding or your TA
 - Once you have answered the questions, study the guide by continually asking yourself about the questions and concepts raised there and see if you can master most or all of these without looking at your notes/answers (make notecards or cover up the answers you put down on the sheet as you try to answer them). Simply re-reading the study guide (even if you have filled it out) will NOT help you remember key issues. You must “examine” yourself to assess what you know and don’t know – that will allow you to focus your studying on the things you don’t know
 - As a double check on your knowledge, mix up the order of the questions as you study them
 - Study the guide regularly in the several days before the exam rather than “cram” the day or two before the exam
5. Some suggested strategies during exam time itself
 - Read the question carefully before looking at the answers; try to form an answer BEFORE you look at the options. Then choose the BEST answer (some may look good on the surface but be flawed in some way)
 - Eliminate as many possibilities as possible; mark these off on the exam itself
 - Don’t skip around. Manage your time so that you can take two looks at each question or, at least two looks at every difficult question. That is, take an initial quick pass at each exam question, but leave time to take a second look in the last 20 minutes of the exam. Also make time to take a few breaks where you close your eyes and take deep breaths.
 - Leave no questions blank; guesses have a 20% or 25% chance of being correct
 - Do NOT get stuck on particular questions; even if you are not sure, eliminate as many possibilities as possible and move on to the next question. Sometimes, later questions provide information that may be useful to help you answer an earlier question. Don’t be afraid to change an answer but do so for a specific reason (you remember, find relevant information)

UNIVERSITY AND SOCIOLOGY DEPARTMENT POLICIES

The Secretary of the University maintains a web page that contains university policies that affect the instructor and the students in this course, as well as essential information specific to conduct of the course. The link to that web page is: <http://www4.uwm.edu/secu/SyllabusLinks.pdf>

Students with Disabilities. Verification of disability, class standards, the policy on the use of alternate material and test accommodations can be found at the following: <http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf>

Religious Observances. Policies regarding accommodations for absences due to religious observance are found at the following: <http://www4.uwm.edu/secu/docs/other/S1.5.htm>

Students called to active Military Duty. Accommodations for absences due to call-up of reserves to active military duty are found at the following: http://www4.uwm.edu/current_students/military_call_up.cfm

Incompletes. You may be given an incomplete if you have carried a course successfully until near the end of the semester but, because of illness or other unusual and substantiated cause beyond your control, have been unable to take or complete the final examination or to complete some limited amount of course work. An incomplete is not given unless you prove to the instructor that you were prevented from completing the course for just cause as indicated above. The conditions for awarding an incomplete to graduate and undergraduate students can be found at the following: <http://www4.uwm.edu/secu/docs/other/S31.pdf>

Discriminatory Conduct (such as sexual harassment). Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience and well-being of students, faculty and staff. Policies regarding discriminatory conduct can be found at: <http://www4.uwm.edu/secu/docs/other/S47.pdf>

Academic Misconduct. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Policies for addressing students cheating on exams or plagiarism can be found at the following: <http://www4.uwm.edu/osl/dean/conduct.cfm>

Complaint Procedures. Students may direct complaints to the Sociology Department Chair or the Associate Dean for Social Sciences in the College of Letters & Sciences. If the complaint allegedly violates a specific university policy, it may be directed to the Sociology Department Chair, the Associate Dean for Social Sciences in the College of Letters & Sciences, or to the appropriate university office responsible for enforcing the policy. Policies may be found at: <http://www4.uwm.edu/secu/docs/other/S49.7.htm>

Grade Appeal Procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College of Letters & Science. Procedures for undergraduate student grade appeal can be found at http://www4.uwm.edu/letschool/upload/grievance_procedure.pdf
Procedures for graduate student grade appeal can be found at <http://www.graduateschool.uwm.edu/students/policies/>

Final Examination Policy. Policies regarding final examinations can be found at the following: <http://www4.uwm.edu/secu/docs/other/S22.htm>

Book Royalties. In accord with Department of Sociology policy, the royalties from the sale of faculty-authored books to students in their classes are donated to a UWM Foundation/Sociology Account to support future awards and activities for UWM students in Sociology.