Sociology 101
Introduction to Sociology

Fall 2019, section 001
Lapham N103
T, Th: 9:30-10:45
E-mail: kredding@uwm.edu

Kent Redding
Bolton Hall 756
Office Hours: M 1-2, T 11-12,
Th 11-12, and by appointment

Teaching Assistants: Mitchell Moyer (mjmoyer@uwm.edu, Bolton 729, office hours: T 11-1, W 3-4)
Elizaveta Lepikhova (lepikho2@uwm.edu, Bolton 741, office hours: M 2-3, Th 1-3)

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.

• First, we start with the question: Why do people do what they do? We develop the basic building blocks or tools of a sociological perspective to begin to answer this question. 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. 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.

• Second, we ask the question: Who gets what? And why? Here we look at structures of inequality and try to make sense of uneven distributions of valued resources among individuals, groups, and societies. What are the social mechanisms that maintain or change those inequalities?

• Third, we ask the questions: Why do things change? And why do they sometimes stay the same? Our focus here is on the great social institutions common to, yet different in, all societies, starting with family and marriage and moving from there to religion, politics, and criminal justice. We also examine sources of social change -- such as social movements, population change, 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 resources for UWM students, information on career options for sociology majors, and other items and information are posted on the course Canvas website (uwm.edu/canvas).

Sociology 101 meets UWM General Education Requirements (GER) for social science because it involves the study of:

• interpersonal, and social-cultural factors associated with individual behavior, collective action, or societal development.

• human collectivities, organization, institutions, and cultures, their infrastructures and interrelationships.

• capacities for and/or techniques of behavior adoption and change.

• methodologies for conducting Inquiry into human behavior, collective action, societies, or cultures.

• alternative theoretical frameworks which attempt to explain social phenomena.
Two key UWM GER learning goals for the course:

- to analyze the socio-cultural factors influencing human behavior and societal development
- 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 these learning goals: We address these goal in multiple ways, one of which is through essay assignments that ask you to apply sociological concepts and theories to social phenomena that interest you. Another way we address these learning goals is through multiple choice examination questions. One such question may provide a scenario or set of facts and ask the student to choose which theory best explains that social situation or which social factors likely affect that behavior or development

Assessment Criteria: Student essay and examination work will be assessed on the basis of whether the student can properly apply the tools of sociology to explain a social phenomenon and choose an exam response category which accurately represents a theory in the question.

REQUIRED MATERIALS AND READINGS

- Turning Technology ResponseWare or Turning Technology keypad or (see Canvas site information)
- Norton InQuizitive (online tool free with the purchase of the GDAC e-book or new paper copy)
- Additional required readings are posted on the course Canvas site.

GRADING

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Lecture participation</td>
<td>10%</td>
</tr>
<tr>
<td>InQuizitive exercises</td>
<td>15%</td>
</tr>
<tr>
<td>3 (of 4) exams</td>
<td>17% (each, 51% total)</td>
</tr>
<tr>
<td>Reflection Essays</td>
<td>12% (each, 24% total, with opportunity for one rewrite)</td>
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Lecture participation. This class has two lectures each week. You are required to do course readings prior to each class for which they are assigned. In lectures we will use “student response system” (SRS) technology to enhance student learning. This technology allows you to participate in and interact with the lecture material. We will also use the technology to gauge your learning, to generate sociological data used in class, and to model and practice exam questions. Students who consistently use SRS perform better in the class as a whole.

You will use a smartphone, tablet, or laptop/netbook/notebook computer that you can bring to every lecture as your SRS device. You will need to purchase a ResponseWare license for use on that device (1 year for $20) available through uwm.ecampus.com, create a turning technologies account and register your license via the Turning Point Cloud Integration link on our Canvas site. Use with UWMWiFi.

- There are more detailed instructions regarding clickers on the Soc. 101 Canvas site. Test your device during the first four classes by using it and checking your scores on the course Canvas site.
- On Sept. 17th 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 must check the posted Canvas clicker scores at least once a week. Any problems should be reported immediately to the 225 Bolton Hall help desk and to me.
- Students who forget their SRS devices for any given class 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.
Examinations. 51% of your grade will be based on your performance on three of the four examinations. The first three exams (Oct. 1, Oct. 31, Nov. 26) test the material covered during those respective sections of the course. The final exam (Thursday, Dec. 19, 7:30-9:30 a.m.) covers 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.

Any student with a valid excuse will be allowed ONE makeup exam provided that the student contacts me BY THE EXAM TIME. All makeup exams will take place at 10am in Bolton 757: EXAM 1 on Friday, Oct. 4 at 10am; EXAM 2, Friday, Nov. 1. The EXAM 3 makeup exam will be MONDAY, Nov. 25, 10am. A STUDENT IN THE U.S. MILITARY OR UWM ATHLETICS WHO CAN DOCUMENT A SCHEDULING CONFLICT should speak with me directly about a makeup exam. If you cannot make the set makeup exam times/dates or don’t contact me by the regularly scheduled exam time, the exam you miss will simply be the exam score that gets dropped. Again, you only get ONE makeup exam this semester (with a valid excuse).

Reflection essay assignments. You will write two 1000 word essays over the semester and they will be due October 15 and November 12. The essay assignments are designed to have you apply concepts and ideas that we have recently covered to some familiar social topic that you choose. You will use your new sociological knowledge to re-examine something you already know about. That could be an experience, a job, a movie, TV show, music, food, etc. We will give you a list of sociological concepts which you have just learned about and you will choose 4 of them to analyze your social topic or phenomenon. Your goal in this assignment should be to demonstrate: a) your strong understanding of sociological concepts, b) your ability to apply them to an area of social life that you know and care about, and c) your reflections upon that application – what do these tools help you see that you did not or could not see before? Each essay will be worth 12 percent of your grade. You will have the option to rewrite one of the essays, which you can turn in at any time until Monday, Dec. 9th.

We will provide further information on essay assignments in class.

InQuizitive exercises. InQuizitive is an online, formative, adaptive quizzing tool with gaming elements that works with your textbook. You access InQuizitive assignments via links on the assignment page of our Canvas website. Out Student Set# is 192882. InQuizitive tasks are essentially pre-lecture assignments that will help you come prepared to lectures. I use it to improve student understanding of important learning objectives in the course. Students answer quiz questions based on how well they understand the content of the textbook, and the engaging and game-like elements are designed to motivate you as you learn. There are 19 of these assignments, corresponding to each chapter (or section of a chapter) you read. You will be required to complete these before midnight on the day before each textbook reading is due. If you miss the deadline, you will receive a 0 on that assignment. There are no makeup assignments; however, I will drop your 6 lowest scores from these assignments at the end of the semester so you must complete at least 13 InQuizitive assignments. If you miss one or get a low score, you still can do well on this portion (15%!) of your grade.

Managing your time. Students should expect to spend an average of 10 hours per week completing tasks for this course. Each week students should expect to spend 2.5 hours in lecture meetings, 3 hours reading, taking notes on assigned course materials, and doing InQuizitive exercises, 1 hour reviewing recent class meeting and reading material, and 3.5 hours writing reflection essays and/or preparing for exams. These are averages; some weeks may involve more or less time depending on whether an exam or reflection essay is scheduled.

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 prepares 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. Zoe Munson will be our SI leader. Her schedule is Mondays: 11-12 (tutoring), 2-3 (SI) Tuesdays: 2-3, 3-4 (tutoring), 4-5 (SI), Wednesdays: 11-12 (SI), 2-3 (tutoring), Thursdays: 2-3 (SI)

COURSE SCHEDULE

SECTION I. WHY DO PEOPLE DO WHAT THEY DO? BUILDING A SOCIOLOGICAL UNDERSTANDING OF HUMAN BEHAVIOR

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS: +(from text); *(from Canvas)</th>
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<tbody>
<tr>
<td>Sept. 3</td>
<td>Introduction: <em>What is sociology?</em></td>
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<tr>
<td>Sept. 5</td>
<td>What is sociology (cont’d)? What are the main explanations of why people do what they do?</td>
<td>+ch. 1: pp. 2-21 *The Sociological Imagination</td>
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<td></td>
<td><strong>InQuizitive due by 11:59pm Sept. 4</strong></td>
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<td><strong>InQuizitive due by 11:59pm Sept. 9</strong></td>
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<td>Sept. 12</td>
<td>What is culture? Why is it so important to explaining people?</td>
<td>+ch. 2: all *From Bikini to Burkini</td>
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<tr>
<td></td>
<td><strong>InQuizitive due by 11:59pm Sept. 11</strong></td>
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<tr>
<td>Sept. 17</td>
<td><em>Socialization</em>: How do people learn culture? (Clicker responses start counting toward final grade)</td>
<td>+ch. 3: all *Why Parenting Style Ensures Inequality</td>
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<td><strong>InQuizitive due by 11:59pm, Sept. 16</strong></td>
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<tr>
<td>Sept. 19</td>
<td><em>Groups, Categories, Networks, and Identities</em></td>
<td>+ch. 5: 128-139 *Why it’s so hard for whites to understand Ferguson</td>
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<td><strong>InQuizitive due by 11:59pm, Sept. 18</strong></td>
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<td>Sept. 24</td>
<td><em>Organizations</em></td>
<td>+ch. 5: 140-155 *An Introduction to McDonaldization</td>
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<td><strong>InQuizitive due by 11:59pm, Sept. 23</strong></td>
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<td>Sept. 26</td>
<td><em>Deviance</em>: Why do people not conform?</td>
<td>+ch. 6: 156-169</td>
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<td><strong>InQuizitive due by 11:59pm, Sept. 25</strong></td>
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<tr>
<td>Oct. 1</td>
<td><strong>EXAM 1</strong></td>
<td>(covers material from Sept. 3-Sept. 26)</td>
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SECTION II: WHO GETS WHAT AND WHY? UNDERSTANDING INEQUALITY

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS: +(from text)</th>
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<tbody>
<tr>
<td>Oct. 3</td>
<td><em>Stratification</em>, Class, and Inequality (overview)</td>
<td>+ch. 7: all</td>
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<td><strong>InQuizitive due by 11:59pm, Oct. 2</strong></td>
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<tr>
<td>Oct. 8</td>
<td>Stratification (class and social mobility)</td>
<td>*Want to make money like a CEO? Work 275 years</td>
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<td>*Harder for Americans to Rise</td>
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<td>Oct. 10</td>
<td>Stratification (poverty)</td>
<td>*Our Broken Social Contract</td>
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<td>*The geography of food stamps</td>
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<td>Oct. 15</td>
<td><em>Gender</em></td>
<td>+ch. 9: all</td>
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<td><strong>InQuizitive due by 11:59pm, Oct. 14</strong></td>
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<td><strong>REFLECTION ESSAY 1 DUE</strong></td>
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<td><strong>REFLECTION ESSAY 1 DUE 11:59pm, Oct. 15</strong></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading/Assignment</td>
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| Oct. 17  | Gender (cont’d)                             | *James Damore: Google’s Ideological Echo Chamber  
*Bias at Google: The Letter Larry Page should have written to James Damore  
*I didn’t understand male privilege until I became a stay-at-home dad |
| Oct. 22  | Race and Ethnicity (overview)               | InQuizitive due by 11:59pm Oct. 21  
*What we mean when we say “race is a social construct” |
| Oct. 24  | Race and Ethnicity (racial inequality and segregation) | +ch. 10: all  
*Affluent, Black, and Still Trapped by Segregation |
| Oct. 29  | Race and Ethnicity (immigration)            | *Seeing Mexican Immigration Clearly  
*Who’s Afraid of a White Majority? |
| Oct. 31  | EXAM 2                                     | (covers material from Oct. 3-Oct. 29) |

**SECTION III: WHY AND HOW DO PEOPLE, SOCIETY CHANGE? HOW AND WHY DO THEY STAY THE SAME? UNDERSTANDING SOCIAL INSTITUTIONS AND SOCIAL CHANGE**

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment</th>
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| Nov. 5   | Work and Economy                           | InQuizitive due by 11:59pm, Nov. 4  
+ch.13: 405-423 |
| Nov. 7   | Education                                  | InQuizitive due by 11:59pm, Nov. 6  
+ch. 12: 352-267  
*After the Bell Curve |
| Nov. 12  | Intimate Relationships and Family          | InQuizitive due by 11:59pm, Nov.11  
+ch. 11: all  
REFLECTION ESSAY 2 DUE  
REFLECTION ESSAY 2 DUE 11:59pm, Nov. 12 |
| Nov. 14  | Religion                                   | InQuizitive due by 11:59pm, Nov.13  
+ch. 12: 368-385  
*Religious diversity may be making Americans less religious |
| Nov. 19  | Politics and Social Movements              | InQuizitive due by 11:59pm, Nov.18  
+ch. 13: 386-404  
+ch. 16: 503-509 |
| Nov. 21  | Crime and Criminal Justice                 | InQuizitive due by 11:59pm, Nov.20  
+ch. 6: 169-189 and Canvas reading TBA |
| Nov. 26  | EXAM 3                                     | (covers material from Nov. 5-Nov. 21) |
| Nov. 28  | NO CLASS, THANKSGIVING DAY!                |                                                                 |
| Dec. 3   | Population Change                          | InQuizitive due by 11:59pm, Dec.2  
+ch. 15: 476-493  
* The child-free life-why so many American women are deciding not to have kids. |
| Dec. 5   | Urbanization                               | InQuizitive due by 11:59pm, Dec. 4  
+ch. 15: 456-475 |
| Dec. 10  | Globalization and Social Change            | InQuizitive due by 11:59pm, Dec.9  
+ch. 16: all |
| Dec. 12  | Wrapup, review for final exam              | No readings due |
| Dec. 19  | FINAL EXAMINATION                          | Thursday, 7:30 a.m. in the MORNING!! (cumulative) |
BASIC SUGGESTIONS TO HELP YOU DO YOUR BEST IN SOC. 101

1. Get a good night’s sleep throughout the semester; it will improve your cognitive abilities immensely.
2. Keep up with the readings, doing them before the class for which they are due, and complete the InQuizitive assignments
   • 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. This will help you better understand and remember the lectures.
   • The InQuizitive exercises are designed to motivate your reading and help strengthen your understanding of what you have read. Persistence with these pays off – if you keep at each one you can earn 100% even if you struggle at first.
   • Plan to spend roughly 9-10 hours per week on this course, including in-class and studying time.
3. On note taking
   • Before lecture begins, write down the outline provided in the initial power point slide.
   • Once the lecture begins, add notes to this outline, keeping your notes organized by each subtopic in the outline. Also, make sure you write down clicker questions and answers
   • Writing is thinking and aids memory; taking notes and participating with the SRS will help you remember the material covered in lecture
   • Keep your notes organized together by date and topic in a notebook, folder, or binder
4. Regularly review your notes
   • As soon as you leave class, your memory fades; keep the material fresh by taking 15-20 minutes 3-4 times each week to review the lecture outlines and the notes you added. Multiple short reviews per week will pay big dividends later.
   • Regular reviews keep needed information in your memory (and keep it organized) so you won’t need to “cram.” Cramming wastes time by loading information into big, disorganized piles in your brain; studying regularly helps you retain and better organize the material for easy recall in an exam.
5. 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); fill it out within a few days after it is posted (allowing you several days before the exam to study from it)
   • First, try to answer all questions without using notes (this well help you figure out what you know and don’t know). 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; direct any remaining unanswered questions to Prof. Redding or your TA
   • Once you have answered the questions, study the guide by reviewing the questions and concepts without looking at your notes/answers (make notecards or cover up the answers on the sheet as you try to answer them). Re-reading your study guide answers will NOT help you remember; “examine” yourself to assess what you know and don’t know.
   • As a double check on your knowledge, mix up the order of the questions as you study them
   • Study the guide in each of the days before the exam rather than “cram” the day before the exam
6. During exam itself:
   • Read the question carefully before looking at the answers; form an answer BEFORE you look at the options. Choose the BEST answer (some may look good but be incorrect in some way)
   • Eliminate as many options as possible; mark these off on the exam itself with your pencil
   • Don’t skip around. Manage your time so 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, take deep breaths, and relax your mind for a minute.
   • Leave no questions blank; guesses have a 20% or 25% chance of being correct
   • Do NOT get stuck on particular questions; eliminate choices as possible and move on to the next question. Sometimes, later questions provide information that may help answer an earlier question. Don’t be afraid to change an answer but do so for a specific reason (you remember, find relevant information)
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 page is: https://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf

**Students with Disabilities.** In the pursuit of equal access and in compliance with state and federal laws, the University is required to provide accommodations to students with documented disabilities. To learn more, please visit: http://uwm.edu/secu/

**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: https://uwm.edu/active-duty-military/

**Incompletes.** A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf

**Discriminatory Conduct.** 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: https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_duct_Policy.pdf

**Title IX/Sexual Violence.** Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM’s Title IX Coordinator (titleix@uwm.edu). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit: https://uwm.edu/sexual-assault/

**Academic misconduct.** Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/

**Complaint procedures.** Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_duct_Policy.pdf

**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/School. https://www4.uwm.edu/secu/docs/other/S_28_Grade_Appe_by_Students.pdf

**LGBT+ resources.** Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment. http://uwm.edu-lgbtrc/

**Smoke and Tobacco-Free campus.** UWM prohibits smoking and the use of tobacco on all campus property. https://www4.uwm.edu/secu/docs/other/S_49_Smoke_Toba_Free_Policy.pdf

**Final Examinations.** Information about the final exam requirement, the final exam date requirement, and make-up examinations. https://www4.uwm.edu/secu/docs/other/S_22_Final_Examinations.pdf

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

Updated 08/2019