SOC 210-101 Introduction to Sociology Syllabus

Summer 2017

# Instructor Information

| Instructor | Email | Office Location and  Office hours | Telephone Number |
| --- | --- | --- | --- |
| Simon Brauer | brauers@durhamtech.edu | 12:00PM – 1:00PM Mondays and Wednesdays Room 3-119 Phillips Building (Building 3) | (919) 308-1459 |

# Course Details

| Day(s) | Time | Location |
| --- | --- | --- |
| Mondays and Wednesdays | 1:00PM – 3:40PM | Room 118, Phillips (Building 3) |

# General Information

## Description

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. This course has been approved to satisfy the Comprehensive Articulation Agreement for the general education core requirement in social/behavioral sciences.

This is a Universal General Education Transfer Component (UGETC) course

Course Hours Per Week: Class, 3; Lab, 0  
Semester Hours Credit: 3  
Prerequisites: ENG 090 and RED 090 or DRE 098, or satisfactory score on placement test

# Course Materials

## Required Materials

Benokraitis, Nijole V. 2017. *SOC*. 5th ed. Boston, MA: Cengage Learning. (Textbook only; online content is not required)

# Course Policies

Grading Policy

Reflection papers: 14%  
Class papers: 36%  
Attendance: 10%  
Prospectus: 10%  
Final paper: 30%

## Reflection papers

Excluding the first and last days of class (May 15th and July 10th), you should write a 1-page reflection paper on the readings. You should use the paper to summarize the big ideas of the chapter, such as theories or terms discussed. If you did not understand some portion of the chapter, you should also discuss the ideas that were not clear.

The paper is due at the beginning of each class. The reflection paper will help me assess how much of the material you understand. You should also use the reflection paper in-class to remind you of the basic ideas in the chapter. Reflection papers are worth 14% of your total grade. There are 14 reflection papers, meaning each is worth 1% of your total grade. Reflection papers are graded as completion grades. In the rare instance in which it is apparent that you did not read the chapter, I will award you no points for the reflection paper. Note that having read the chapter and not understanding it is different from not having read the chapter at all. You can still be awarded full points if you read the chapter but did not understand it, but your discussion will have to clearly illustrate that you read it.

## Class papers

You will write a 5-minute papers during each class period, which will be used in-class and turned in at the end of class. You may be asked to summarize the big idea of the day’s topic, apply the idea to a specific context, design a study to test the idea, posit an opposing theory, or synthesize it with other theories. Class papers have no word limit, but are instead judged on its content. Each paper will have clear criteria for full points. **Please bring a paper and pen to each class to write these papers.**

Only the top 12 papers will contribute to your final grade, meaning your lowest 4 class papers will be dropped. This includes papers you were not in class to complete (for excused or unexcused reasons). The class papers together make up 36% of your final grade, meaning each paper is worth 3% of your final grade. Papers are graded from 0 to 3 points.

1. you did not turn in a paper or your paper was not at all related to the topic.
2. your paper was on-topic but you misunderstood the idea being discussed.
3. your paper was on-topic, you understood the key idea, but your discussion was limited
4. your paper was on-topic, you understood the key idea, and your discussion made a few good points

## Attendance

Attendance will be assessed by the proportion of class papers you turn in. For example, if you turn in 80% of all class papers, you will be awarded 80% of the total points for attendance. If you will not be in class for an excusable reason (illness, emergency, religious observance, etc.), please let me know as soon as you know that you will not be in class. Class papers that you do not complete on days you are excused from class will not be used in the final attendance grade.

## Final paper

You will need to complete a 5-10-page final paper by class time (1PM) on the last day of class (July 10th). You can choose from two types of final papers to write.

### 1. Application paper

Take a theory or group of theories and apply them to a specific context. Application papers should describe the theory or theories used, describe the context being analyzed, apply the theories, discuss the implications of the theories to that context, and discuss any limitations of the theories when describing the context.

### 2. Literature review

Take a theory or well-defined topical area (e.g. inequality in rural areas), read 10-15 academic articles on the subject, and synthesize the findings. Literature reviews should describe the key questions, theories, or areas explored; describe the method for finding the articles (e.g. searched library database using search terms “rural” and “inequality”); describe any consensus found in the research; and describe any existing debates, disagreements, and unknowns. You may substitute one book for 5 academic articles, but you must use at least 5 academic articles. For example, you may read 1 book and 5 academic articles, but you may not read 2 books and 0 academic articles. Students who intend to continue in sociology may find the literature review paper particularly helpful.

## Prospectus

To prepare for your final paper, you will need to complete a 1-page prospectus by class time (1PM) on June 21st. The prospectus should describe 1) what theories you will be discussing, 2) what you plan to write about, and 3) what resources or methods you intend to use. I will then give you feedback to assist you in writing the final paper. In most cases, I will suggest other theories to integrate or resources you might find helpful. However, if the idea presented does not significantly use or incorrectly uses sociological theories or does not seem feasible, I may suggest you think of another idea. If this occurs, I will work with the student to develop another idea.

## Submitting work

All digitally submitted work should be formatted with 12-point font, double-spaced, with 1-inch margins on each side. Please use Times New Roman or a comparably-sized font. These standards are meant to maintain a comparable level of length and to aid readability. As such, they are not set-in-stone rules, but please do not deviate from them unless you have a good reason to. If you submit a reflection paper in a format I deem unacceptably deviating from that standard, such that the length of the length of the paper is significantly impacted (e.g. 200 words per page instead of 300), then I will inform you of the issue and expect you to make any changes to future reflection papers. However, if you submit the prospectus or final paper in an unacceptable format, you will be informed of the changes that need to be made and the paper will be treated as late.

You should submit each out-of-class assignment to Sakai as a Microsoft Word document (.doc or .docx) or PDF (.pdf). If you do not have the means to submit your assignments as Word documents or PDFs, please contact me so we can decide on the best alternative. If you submit a document in another format, I will attempt to open it. If I can open it, I will grade it as usual without points deducted. However, if I cannot open it, I will inform you of the issue and deduct points as if it had been turned in late. You will then need to resubmit the work in a correct format. I take no responsibility for the inability to open other formats, so please contact me ahead of time if you are unsure how to save in the approved formats or if you are unable to.

Late or Missed Work

You may complete reflection papers after class for half points. When writing late reflection papers, you should build off what was discussed in class. Late reflection papers are due by Friday at 5PM of the same week.

You may not make up class papers or turn them in late. Instead, you should make sure your planned absences allow you to complete at least 12 class papers.

The prospectus may be turned in late with no penalty to your grade. However, I **strongly** recommend you prioritize completing the prospectus, as you will be unable to turn in the final paper without it. Further, the sooner your paper idea gets approved and commented on, the sooner you can make any necessary adjustments and begin working on your final paper.

Because grades must be submitted by July 12th, I cannot outright accept late submissions of your final paper. If something should occur that prevents you from completing your final paper by July 10th, please let me know and we will discuss your options.

# Course Schedule

During the first four weeks of class (the first six chapters of your textbook), we will conduct a broad overview of sociology. We will discuss its historical development and founding ideas. We will discuss how sociologists use scientific methods to conduct research. We will learn about culture and socialization (two ubiquitous concepts that, even so, remain fuzzy in the discipline). And we will learn about macro and micro theories.

Weeks 5 through 9 (chapters 7 through 16), on the other hand, investigate specific topical areas that sociologists engage. These include crime, inequality, religion, health, and social movements, among other things. Because we have limited time, we will not be able to cover the entirety of the book. Instead, we will try to cover a variety of topics that are of interest to the whole class. Consequently, the topics and readings for weeks 5 through 9 are tentative and may change based on class interest. To facilitate this process, you will be asked to complete a very brief survey in which you report the three topics you are most interested in. This is due by May 24th. I will distribute this survey through email during the first week of class.

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Readings** | **Due** |
| Week 1 | | | |
| May 15th | What is sociology? |  |  |
| May 17th | Early sociological thought | Chapter 1 | Reflection paper |
| Week 2 | | | |
| May 22nd | Research methods | Chapter 2 | Reflection paper |
| May 24th | Culture | Chapter 3 | Preferred topics survey Reflection paper |
| Week 3 | | | |
| May 29th (Memorial Day; no class) | | | |
| May 31st | Socialization | Chapter 4 | Reflection paper |
| Week 4 | | | |
| June 5th | Social interaction | Chapter 5 | Reflection paper |
| June 7th | Organization of life | Chapter 6 | Reflection paper |
| Week 5 | | | |
| June 12th | Deviance and control | Chapter 7\*\* | Reflection paper |
| June 14th | Inequality | Chapter 8\*\* | Reflection paper |
| Week 6 | | | |
| June 19th | Gender and sexuality | Chapter 9\*\* | Reflection paper |
| June 21st | Race and ethnicity | Chapter 10\*\* | Prospectus Reflection paper |
| Week 7 | | | |
| June 26th | Economy and politics | Chapter 11\*\* | Reflection paper |
| June 28th | Families and aging | Chapter 12\*\* | Reflection paper |
| Week 8 | | | |
| July 3rd | Population, environment | Chapter 15\*\* | Reflection paper |
| July 5th | Social movements | Chapter 16\*\* | Reflection paper |
| Week 9 | | | |
| July 10th | Religion; wrap-up | Chapter 13, pp. 259-270\*\* | Final paper |

\*\*Tentative reading assignment

# College Policies

Durham Tech has established policies that support student learning and communicate high expectations for students. Please review the policies in the alphabetized list below, so you can successfully meet the college’s expectations.

## Academic Honesty

Durham Technical Community College establishes and follows a process for defining and addressing academic dishonesty when it occurs either inside or outside the classroom.

Academic dishonesty is the participation or collaboration in specific prohibited forms of conduct. Participation or collaboration may be active (such as submitting a term paper that includes plagiarized work) or passive (such as receiving a copy of a test before class). Academic dishonesty includes, but is not limited to, the following examples:

1. Unauthorized copying, collaboration, or use of notes, books, or other materials on examinations or other academic exercises including:
   1. Sharing information about an exam with a student who has not taken that exam;
   2. Obtaining information about the contents of a test the student has not taken;
   3. Unauthorized use of PDAs, programmable calculators, or other electronic storage devices;
   4. Text messaging or other forms of communication during an exam;
   5. Unauthorized or inappropriate file sharing and use of Internet and computer resources as specified in the Appropriate Use Policy; and
   6. Unauthorized use of translation software and assistance from native speakers or advanced-level students in foreign language classes.
2. Plagiarism, which is defined as the representation of another person’s work, words, thoughts, or ideas, including material from the Internet, as one’s own. This includes, but is not limited to, copying material and using ideas from an article, book, unpublished paper, or the Internet without proper documentation of references.
3. Unauthorized use and/or possession of any academic material, such as tests, research papers, assignments, or similar materials.

The Violation Procedure for the Academic Honesty Policy is available in the [Catalog and Student Handbook](http://www.durhamtech.edu/policiesprocedures/academichonesty.htm).  Please note that as the Catalog and Student Handbook is updated, campus policies may change.

## Attendance and Withdrawal Policy

Regular attendance is required for the student to complete all course requirements and receive the optimum benefit of instruction. In the event of an absence, it is the student’s responsibility to make up all missed work in the timeliest manner possible. Failure to make up missed work will adversely affect the student’s course grade.

### Student-initiated Withdrawals

Students may officially drop one or all courses prior to the 75 percent tuition refund deadline of each semester (“drop period”) without the enrollment being shown on the transcript. After the close of the drop period and prior to the 60 percent date in the semester, students may officially withdraw from one or all courses with a grade of W. To initiate an official withdrawal, complete an [electronic withdrawal form](http://eforms.durhamtech.edu). Use your WebAdvisor/Self-Service username and password to log in to the system. It is best to use Chrome, Firefox, or Safari to access the forms. ***The final withdrawal date for this class is June 21, 2017.***

### Faculty-initiated Withdrawals

#### Consecutive Absences

Any student with consecutive absences equaling or exceeding 15 percent of the instructional hours for the course prior to the official withdrawal date for the course will be withdrawn from the class by the instructor with a grade of W. If a student misses 15 percent of the class meetings consecutively such that the student’s last absence occurs after the first 60 percent of the instructional hours for that course, the instructor will assign the grade of F. For this class, absences totaling 15% of the course means *3 class meetings.* Absences are counted from the first class meeting of the semester.

#### Intermittent Absences

If a student misses 15 percent of the class meetings intermittently within the first 60 percent of the instructional hours for that course, the instructor may withdraw the student from the course assigning the grade of W. If a student misses 15 percent of the class meetings intermittently such that the student’s last absence occurs after the first 60 percent of the instructional hours for that course, the instructor may assign the student the grade of F. Excused absences are not counted when calculating the 15 percent absence threshold.

For more information, refer to the [Student Withdrawals, Faculty Withdrawals, and Class Absences](https://www.durhamtech.edu/catalog/studentrights.htm) section of the College Catalog.

## Cell Phones and Electronic Devices Policy

All electronic devices, such as cell phones, etc. must be turned off or switched to silent during class, and all headphones, etc., must be removed. Receiving or making a call or sending or reading messages during class will not be excused. For extreme emergencies, you may give the number of the security office, 536-7255, ext. 5500, to your emergency contacts, and an officer will come and get you in class if there is an emergency.

## Disabilities Statement

Durham Technical Community College abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." Disabilities covered by law include, but are not limited to, learning disabilities, psychological disabilities, health impairments, hearing, and sight or mobility impairments. If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please contact the Disability Services office by calling 919-536-7207, emailing [disabilityservices@durhamtech.edu](mailto:disabilityservices@durhamtech.edu), or visiting Room 1209 in the Wynn building for additional information regarding requirements for arranging accommodations.

## Grade Reporting Policy

Each semester, Durham Technical Community College establishes a date on which final course grades are due.  Instructors will not generate a final grade for a student prior to that date.  To ensure that all students are treated in a fair and equitable manner, faculty in the Arts, Sciences, and University Transfer department will not generate a final grade for any student prior to the final grade due date.  Furthermore, instructors will not arrange early exams for any student in order for the student to meet deadlines at another institution. Students who find that this policy conflicts with grade reporting deadlines at their home institution must work to resolve the matter at that school and not at Durham Technical Community College.

## Inclement Weather

In the event of hazardous weather, including such events as hurricanes, heavy snow, or ice accumulation, Durham Technical Community College will communicate a decision to remain open or to close in these ways:

* [College's website](https://www.durhamtech.edu/)
* Durham Tech [Twitter](http://twitter.com/durhamtech)
* [Facebook](https://www.facebook.com/durhamtech)
* Main phone number of 919-536-7200
* [Sakai](https://sakai.durhamtech.edu/), and
* Notifying local media outlets.

If classes on the main campus are canceled, classes will also be canceled at all other college locations. From time to time, however, the college may cancel operations at a remote location and still operate on the main campus.

To the extent possible, we will make a decision to remain open or close by 9 p.m. the night before the anticipated weather event. We will also make a decision regarding evening operations by 3 p.m. the day of the weather event. Please realize, however, that inclement weather can occur at any time; thus timetables regarding a decision to remain open or to close are flexible.

## Student Code of Conduct

All Durham Tech students are expected to conduct themselves as responsible adults. Behavior that persistently or grossly disrupts the educational process or functioning of the college, whether it occurs on campus or at any college-sponsored activity, may result in disciplinary action. Examples of specific violations of and the grievance procedure for the [Student Code of Conduct](https://www.durhamtech.edu/policiesprocedures/codeconduct.htm).

## Title IX Sexual Misconduct Policy

Durham Technical Community College is committed to providing a campus environment that is free of sexual misconduct, including sexual harassment, sexual exploitation, sexual assault, stalking, domestic violence, and dating violence. If you have encountered any form of sexual misconduct associated at Durham Tech, you are encouraged to report this to the College. If you speak with a faculty member about an incident of sexual misconduct, including writing assignments and classroom discussions, the faculty member must share that information with the Vice President of Student Engagement, Development and Support (Christine Kelly-Kleese, Phail Wynn Jr. Student Services Center, Room 1313B; [kleesec@durhamtech.edu](mailto:kleesec@durhamtech.edu)). You will be contacted to discuss support services and investigation options/requirements. If you wish to file a confidential complaint with the Title IX Coordinator, please complete the [Sexual Misconduct Complaint form](http://www.durhamtech.edu/hr/SexualMisconductComplaintForm.pdf).

## Tobacco-Free Campus Policy

For the purposes of this policy, “tobacco products” are defined as cigarettes, cigars, blunts, pipes, chewing tobacco, snuff, and any other items containing or reasonably resembling tobacco or tobacco products. “Tobacco use” includes smoking, chewing, dipping, or any other use of tobacco products. “Tobacco-free campus” refers to any building, facility, grounds, property, or vehicles owned or leased by Durham Technical Community College as well as any spaces where college-sponsored or college-related activities are held, whether on or off campus.  
  
Tobacco products may be included in instructional activities in college buildings if the activity is conducted or supervised by the faculty member overseeing the instruction and if the activity does not include smoking, chewing, or otherwise ingesting the tobacco product.

Employees, students, visitors, and contractors are prohibited from using tobacco products at any time on college property as well as on any spaces where college-sponsored or college-related activities are held, including during non-instructional and non-service hours.

## Use of ConnectMail

All Durham Technical Community College students have been issued a ConnectMail email account. This account should be used for all email communications between the student and the college, including all communications with instructors**.** This account must be used as your Sakai email account. More information on setting up and using your [ConnectMail account](http://www.durhamtech.edu/connect/). Use your WebAdvisor/Self-Service username and password to access your ConnectMail.

# College Resources

Durham Tech faculty and staff want students to succeed. The college has several high-quality resources that are available for free for enrolled students. Some of the most useful college resources are listed below.

Center for Academic Excellence (CAE)

Students who need tutorial assistance may be referred to the Center for Academic Excellence (CAE), in the Phail Wynn Jr. Student Services Center, Room 1310. Professional and peer tutors are available to assist students with a variety of subjects, including writing, math, Spanish, and computers. This term’s schedule of free tutorial services is available in the CAE, on the CAE webpage, and on bulletin boards around campus. Free online tutoring is also available 24 hours a day in these same subjects and in more specialized subjects via [Upswing](https://durhamtech.upswing.io/). For more information, call the CAE at 919-536-7232, ext. 2404, or consult the [CAE webpage](http://www.durhamtech.edu/cae/).

Computer Labs

There are several computer labs on Durham Tech's campus that students may use for educational purposes. Lab Monitors are on duty in several labs to assist with basic computer questions. All labs offer Internet access. Labs will be closed on Durham Tech holidays. View the [Academic Calendar](http://www.durhamtech.edu/academics/calendar.htm) for a listing of important campus dates. To see the locations, policies, and hours for Durham Tech’s labs, visit [computer lab schedule webpage](http://www.durhamtech.edu/current/computerlabschedule.htm).

## Library

All three Durham Tech campuses feature a library with a variety of print and electronic resources for students. Please review the [library’s webpage](http://www.durhamtech.edu/dtcclibrary/index.htm) for a complete list of library services.

## Sakai

Sakai is a system for accessing course materials online. Depending on the course, your instructor will use Sakai to provide course info, handouts, assignments, tests, or online discussions. You should check Sakai weekly for updates. Use your WebAdvisor/Self-Service username and password to log in to Sakai.

**Arts, Sciences and University Department Program Learning Outcome & Course Learning Outcomes**

*The course learning outcomes listed below will contribute to the acquisition of the following ASUT program learning outcomes for students earning an Associate in Arts or Associate in Science degree.*

1. Graduates will demonstrate college-level critical thinking, argumentation, and analysis skills, including the ability to gather, synthesize, evaluate, and apply information.
2. Graduates will construct purposeful and effective written essays that demonstrate an understanding of rhetorical strategies and use evidence and a documentation style appropriate to the academic discipline.
3. Graduates will demonstrate an awareness of cultural and social diversity and use respectful language and ethical reasoning in the exploration of differing perspectives.
4. Graduates will demonstrate an understanding of the scientific method and its application, including interpreting and analyzing scientific data, forming hypotheses, and evaluation experiments.
5. Graduates will demonstrate an understanding of quantitative reasoning through the use of logic, numbers, and mathematics to deal effectively with real-life and occupational-related problems.
6. Graduates will demonstrate competent and relevant technological skills.

**SOC 210 Introduction to Sociology**

1. Evaluate society and culture using sociological theories.
2. Demonstrate an understanding of sociological research methods.
3. Explain processes of socialization.
4. Understand the ways in which social institutions are interdependent.
5. Organize the components of social structure.