

SOCI2310.001H: INTRODUCTION TO SOCIOLOGY HONORS Fall 2009

DAYS & TIMES: Mon, Weds, Fri, 12 to 12:50pm

LOCATION: Hyer 102

INSTRUCTOR: Dr JM Cruz, (Sociology Department, #325 Heroy Hall)

OFFICE HOURS AND CONTACT INFO: MWF 11-11:50am and by appointment. 214.768.4852. jmcruz@smu.edu

REQUIRED TEXTS:

- ❖ Kendall, Diana. 2007. Sociology in our Times, 7th edition. Wadsworth/Cengage Learning.
- ❖ Adler, Patricia and Peter Adler. 2010. Sociological Odyssey, 3rd edition. Wadsworth/Cengage Learning.
- ❖ Feagin, Joe R, Hernan Vera, and Nikitah Imani. 1996. The Agony of Education: Black Students at White Colleges and Universities. NY: Routledge. [AGY]
- ❖ Kozol, Jonathan. 1991. Savage Inequalities: Children in America's Schools. NY: Crown Publishers. (SI)

COURSE OVERVIEW AND OBJECTIVES:

This course is an introduction to the science of sociology. Various topics surrounding US society will be discussed. Among these are: The Sociological Perspective/Imagination; Deviance and Social Control; Social Inequality based on race, social class, gender; Family, and Social Construction of Reality.

The Odyssey readings have been chosen to correspond to the Kendall readings in each section of the course. They will serve to exemplify a particular point/concept/theory and to help students understand that particular point or theme better. In addition, the films used in this particular rendition of the course will be related to race, gender, or social class. We'll specifically contemplate these status characteristics and one's experience with "social differentiation" that is expressed in over and covert, primary and secondary socialization. (For example, what have we been told about acting like a lady or being a man; what academic experiences have we had in direct relation to our social class; and what stereotypes have we learned about persons from different racial/ethnic categories?)

For the Honors section I always require students to become more critical and hyper aware of social inequality. For that reason this semester I have "required volunteer" work at 2 local elementary schools. Both are close to SMU and easily accessible via our DART transportation system. We will use experience to consider the role of education (as a credential and as a boundary maker, but also as a "gatekeeper") and its role in facilitating our success or practically ensuring our failure.

In this class I will introduce sociological concepts and illustrate their practical applications to daily life. Learning objectives of this course are for students to be able to:

- ❖ develop their sociological imagination and thus foster an understanding of social influences on behavior so that we can have more control over our own lives and be more appreciative of difference;
- ❖ recognize the power of the socialization process;
- ❖ be able to identify and discuss both qualitative and quantitative evidence of research methods;
- ❖ convey an understanding of sociological theory;
- ❖ demonstrate knowledge of sociological perspective;
- ❖ engage in critical thinking and utilize their writing skills with movie critiques;
- ❖ apply theory and course concepts/themes to film critiques.

For these learning outcomes, 50% of the class should be able to perform all of the above- as demonstrated on exams and written assignments.

SOCIOLOGICAL IMAGINATION:

Neither the life of an individual nor the history of a society can be understood without understanding both. Yet men do not usually define the troubles they endure in terms of historical change and institutional contradiction. ... The sociological imagination enables its possessor to understand the larger historical scene in terms of its meaning for the inner life and the external career of a variety of individuals. ... The first fruit of this imagination-- and the first lesson of the social science that embodies it--is the idea that the individual can understand his own experience and gauge his own fate only by locating himself within this period, that he can know his own chances in life only by becoming aware of those of all individuals in his circumstances. ... We have come to know that every individual lives, from one generation to the next, in some society; that he lives out a biography, and that he lives it out within some historical sequence (Mills, *The Sociological Imagination*, 1959:3-10).

CLASS ORGANIZATION AND ATTENDANCE:

Very generally I organize my classes and teach via the Socratic Method. Thus, while I do have a lecture and particular points to cover during each session, I often use the question/answer format to draw students into the discussion and to get those points across. Students are expected to read each book chapter and contribute to the class discussion. If you are not prepared discussion is impossible. Come prepared.

Again, students are expected to read each chapter and come to class prepared. I will primarily carry the class on lecture days; however I do ask questions about particular examples in the text or alternatives to a particular perspective. If students are unprepared you will be unable to respond, and this never makes for a productive teaching/learning environment.

On our "discussion" days, you should come prepared to discuss the readings in the Odyssey reader, and the Kozol book with what are noted in your tentative schedule as "Talking Notes." In particular, I would like students to come prepared with notes from each chapter/reading including the following:

- ❖ summary of the reading (1 paragraph)
- ❖ main point of the reading (1 sentence)
- ❖ statements about what you learned (3-5 sentences)
- ❖ criticism of the reading; was it enjoyable or not? support your assertion (1 paragraph)

***Please note these are not taken up nor graded, however if we get to the point where students are not doing the reading or having these notes on our discussion days, I will begin making them required and will incorporate them into the grading scale.**

I use Blackboard. Be aware of your university ID. Grades and assignment specifics are at <https://courses.smu.edu/webapps/login/>Your login name should be your student ID number. If you are unaware of your ID number or have problems logging in call 214.768.HELP. Please note that email is generated in Blackboard and students are responsible for the information in my email messages. If you do not receive email messages you need to make sure the email address in Blackboard is the one you check regularly.

Lectures are delivered over each text chapter with PowerPoint slides. These lectures/files are available on Blackboard for you to download (in Office 2008 format). Please note that the PowerPoint slides are an outline- students should also take notes from my lecture materials and read the corresponding text chapters, as you are responsible for all of these on exams.

Additionally, I believe in starting class on time, so do not be late. This class begins at 12 and runs until 12:50pm. Please get here on time and plan to stay the entire period. Missing part of the class will result in an absence. (Schedule doctors appointments and travel arrangements on your own time or you will be marked absent.)

Please note that because there is a strong correlation between doing well in class and having good attendance our department collectively believes that students should attend class and so we have a policy that generally allows students to miss 10% of class before being dropped. **In terms of your Attendance Grade, missing 4 classes results in a B/85, 5 is a C/75, and missing 6 means you will be dropped from the course.** (Missing 0 earns 100; and missing 1-3 is a 95.) Please do not call or email to let me know you are not going to be in class. I do not need to know why you miss class, as there are no "excused absences" other than those related to University sponsored/sanctioned events or religious observances. (Do not call or email asking what you missed either.)

Students are responsible for attending each class period IN ITS ENTIRETY and for getting notes from another student in the event of an absence. **If you have work, family, or health issues that may keep you from attending class regularly, then drop the course and take it at a more convenient time.**

*NOTE: There are absolutely NO concessions made at the 6th absence. A student will be dropped with no questions asked regardless of current grade, reason for your absences, or time left in the semester. If it is past the drop date (Nov 10) then 6 or more absences results in the grade of 0 for attendance.

*NOTE ALSO- your attendance grade is worth 10% of your course grade.

EXAMS, ASSIGNMENTS, AND GRADING SCALE:

Students are tested three times. Tests are made up of true/false, essay, and multiple-choice questions. On exam day, students should be seated and taking the exam at least 15 minutes into the class period. If a student shows up later than this, you will not be allowed to test and you will receive a 0. ***Please note that make-up exams are all essay and are**

given during the last week of class. They are **ONLY** given in the event of a **UNIVERSITY SPONSORED AND DOCUMENTED** absence. If you miss, be prepared to provide proof for having done so. It is in your best interest to not miss an exam. (Prior arrangements can be made on an individual basis if you will be absent on exam day and you know that ahead of time.) Also on exam day students are free to leave after finishing the test. There are no test reviews. Exams generally cover concepts and themes addressed in the text, my lecture notes, and *.ppt slides.

I believe that students learn sociology better when they think critically, process the information, and write about readings, movies, lectures, their own socialization, etc. Thus, writing assignments weigh more heavily in my classes than exams do. In addition to exams, students are required to do several writing assignments. Please note that hard copies of the assignments are due in class and electronic versions of the same paper are to be uploaded to SafeAssign within 24 hours of the due date. Not uploading assignments by the 24-hour deadline will result in a 0.

- 1) Students will tutor Elementary school students for 8 weeks at 2 hours per week (1 hour at a time, presumably) for a total of 16 hours. This assignment will be graded based on a) completion of 16 hours; b) journal notes. Details are noted elsewhere. The due date for this assignment is: 11.13.09
- 2) You will also write 2 very short (2-3 pages) papers on the films watched in class. Each is worth 10% of your grade. Guidelines are noted elsewhere and due dates for these are 10.02.09 and 12.07.09.
- 3) You will also have a final cumulative paper about this course. This worth 20% of your grade, is due 11.23.09, and guidelines are noted elsewhere.

Part of all assignments is uploading an electronic copy to SafeAssign- located in Blackboard (Assignments link). Students need to upload the document in *.docx, *.doc, *.txt, or *.pdf format. If students have problems uploading the file, you will have 24 hours from the assignment due date to figure out this glitch. Contact the helpdesk (214.768.HELP) with technical problems/questions.

GRADING SCALE:		LETTER GRADES	
Your final grades is based on the following:		A 94%+	C 74-76%
Attendance	10%	A- 90-93%	C- 70-73%
Tutoring Assignment- Hours/Journal (10% each)	20%	B+ 87-89%	D+ 67-69%
Tests (3 at 100 points/10% each)	30%	B 84-86%	D 64-66%
Film Papers (2 at 100 points/10% each)	20%	B- 80-83%	D- 60-63%
Final Paper	20%	C+ 77-79%	F 59% and below

COURSE POLICIES:

Students need to plan ahead regarding due dates and workload. **Absolutely no exceptions are made for late work.** All assignments are due in class on the due date, and you will receive a 0 for anything not turned in then, despite various life events that might occur (computer problems, an auto accident, oversleeping, deaths in the family, relationship breakups, or other personal tragedies). If you are plagued by bad luck recognize this and plan ahead. **NEVER IS EMAILED WORK ACCEPTABLE.** If you will have a University related absence on the due date of an assignment, a hard copy form of the homework is due **BEFORE** the due date, or the assignment needs to be turned in on the appropriate day via a classmate.

Cell phones are not a problem, as I recognize that students have lives outside of the classroom, but please do not take a call while you are in class. This is distracting to those around you and to me. If your phone rings and you need to take a call, please go into the hall to converse. Also do not sleep in class. This is not tolerated. If you are too tired to remain awake, exercise your right to be absent.

Text messaging has increasingly become a problem. For that reason I feel obligated to include a policy in the syllabus. The policy is this; because I believe this behavior is amazingly rude, text the first time and be shamed. Text a second time and I will ask you to leave the classroom and your absence will be noted in terms of your attendance grade. **DO NOT** under any circumstances text message in my class. If you cannot give me, and those around you, your undivided attention for the required time on any given day then do not come to class. (Please note that this goes for laptops as well. If I notice that students are being distracted by using laptops in class and it is problematic for me and/or those around you I reserve the right to ask you to not use this technology in class.)

LEARNING ENHANCEMENT CENTER:

While this is not an English or writing class, I believe that you should be writing at a particular level and that any written work you turn in should be void of basic grammatical errors. Based on your writing I may suggest that you see someone in the Learning Enhance Center. If I do make this suggestion, please recognize that it is to help you. For those who are suggested go there, I would like documentation that you have been and that your paper has been edited by a tutor or staff member. Remember that the center exists for your use. Be aware that you will probably have to make an appointment to

meet with someone so you should act in a timely manner to accomplish this. The website for the center is:
<http://www.smu.edu/alec/home.html>

UNIVERSITY POLICIES:

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.) ***Proper documentation is needed by the second week of class to have absences excused. (I need documentation by 09.11.09 and will not be dealing with this at the end of the term.)**

Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. ***Proper documentation is needed by the second week of class to have absences excused. (I need documentation by 09.11.09 and will not be dealing with this at the end of the term.)**

ACCOMODATIONS:

Disability Accommodations: Students needing academic accommodations for a disability must first contact Ms. Rebecca Marin, Coordinator, Services for Students with Disabilities (214.768.4557), to verify the disability and establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4.). Please do this as early in the semester as you're able so that the necessary accommodations can be provided.

ACADEMIC HONESTY AND PROFESSIONAL COURTESY:

Students are encouraged to share ideas with classmates and others and to discuss material outside of class; however, all written work must be your own. Plagiarism or other forms of cheating are not tolerated. Students will receive a 0 for academic dishonesty and the potential of being dropped from the course. (Please note again that your writing assignments will be submitted to/through Safe Assign and any papers that are shared between students will be dealt with accordingly.)

Civility and respect for each other and each other's ideas are critical to an informed discussion of social issues. Be respectful at all times of your classmates and me. Remember that a course in sociology will cover a wide variety of topics that are sensitive in nature. While a given student may not find every topic controversial, a particular idea may indeed be emotionally charged for a variety of reasons for an individual. Therefore everyone will be tolerant of other's opinions and their right to express themselves, provided that the views expressed are not hateful or derogatory in nature. Should a student feel that it is his/her right to put down or malign other's views or their person, then they will immediately be asked to leave the classroom.

**SOC 2310.001H: INTRODUCTION TO SOCIOLOGY
TENTATIVE SCHEDULE OF ASSIGNMENTS AND ACTIVITIES
Fall 2009****

DAY/DATE	ACTIVITY	READING/ASSIGNMENT DUE
Wednesday, 8.26	Course Introduction- PPT Syllabus Questions/Answers Discussion of Assignments	None
Friday, 8.28	Class Lecture	Kendall 1
Monday, 8.31	Class Lecture	Kendall 2
Wednesday, 9.02	Class Lecture	Kendall 3
Friday, 9.04	Class Lecture	Kendall 4
Monday, 9.07	HOLIDAY/NO CLASS	NO CLASS
Wednesday, 9.09	Class Lecture	Kendall 5
Friday, 9.11	Discussion	Talking Notes [SO] 1 (p7) 2 (p10) 11 (p90)
Monday, 9.14	Discussion	Talking Notes [SO] 5 (p30) 8 (p53) 14 (p118)
Wednesday, 9.16	Discussion	Kozol 1-3
Friday, 9.18	Discussion	Kozol 1-3
**Monday, 9.21	FILM	
Wednesday, 9.23	FILM	
Friday, 9.25	FILM	
Monday, 9.28	NO CLASS/STUDY DAY	NO CLASS
Wednesday, 9.30	TEST 1	
Friday, 10.02	Class Lecture	Kendall 6; FILM PAPER 1 DUE
**Monday, 10.05	Class Lecture	Kendall 7
Wednesday, 10.07	Class Lecture	Kendall 8
Friday, 10.09	CRUZIDAY/NO CLASS	NO CLASS
Monday, 10.12	FALL BREAK/NO CLASS	NO CLASS
Wednesday, 10.14	Class Lecture	Kendall 9
Friday, 10.16	Class Lecture	Kendall 10
**Monday, 10.19	Class Lecture	Kendall 10
Wednesday, 10.21	Discussion	Talking Notes [SO] 12 (p101) 17 (p156) 22 (p213)
Friday, 10.23	Discussion	Talking Notes [SO] 25 (p245) 26 (p253) 23 (p226)
Monday, 10.26	Discussion	Kozol 4-6
Wednesday, 10.28	Discussion	Kozol 4-6
Friday, 10.30	Discussion	Talking Notes [AGY 1-3]
Monday, 11.02	NO CLASS/STUDY DAY	NO CLASS
**Wednesday, 11.04	TEST 2	
Friday, 11.06	Class Lecture	Kendall 11
Monday, 11.09	Class Lecture	Kendall 12
Wednesday, 11.11	Class Lecture	Kendall 13
**Friday, 11.13	Class Lecture	Kendall 14 TUTORING MATERIALS DUE
Monday, 11.16	Discussion	Talking Notes [AGY 4-5]
Wednesday, 11.18	Discussion	Talking Notes [AGY 6-7]
Friday, 11.20	Discussion	Talking Notes [SO] 13 (p110) 32 (p312) 33 (p319)
Monday, 11.23	Class Lecture	Kendall 15 FINAL PAPER DUE
Wednesday, 11.25	THANKSGIVING/NO CLASS	NO CLASS
Friday, 11.27	THANKSGIVING/NO CLASS	NO CLASS
Monday, 11.30	FILM	
Wednesday, 12.02	FILM	
Friday, 12.04	FILM	
Monday, 12.07	Discussion	Talking Notes [SO] 37 (p357) 39(p381) 40(p390) FILM PAPER 2 DUE
Tuesday, 12.15	FINAL EXAM 3-4pm	

** Please note that I reserve the right to make changes with prior [appropriate] notice to students.

**SOCI 2310.001H: INTRODUCTION TO SOCIOLOGY [Honors]
ASSIGNMENT GUIDELINES
Fall 2009**

WRITING GUIDELINES FOR ALL PAPERS

All papers should have the following characteristics: 12-point font. Double-spaced. Numbered pages. Stapled. NO cover page or folders- name on first page. Number pages and staple assignment. All writing should be spell checked and free of grammatical errors. Use various images as necessary to illustrate your point. Proper citations are required. If you are not sure how to cite a website, see <http://memorial.library.wisc.edu/citing.htm>. (I'm not too concerned with what format you use, however in Sociology we use the ASA style, which can be found here:

<http://www.asanet.org/page.wv?section=Sociology+Depts&name=Quick+Style+Guide.>)

Ensure to use, ASA, APA, or MLA. If you are not aware of how to cite, consult the Web or the Learning Enhancement Center.

All papers will be due in SafeAssign 24 hours after being due in class. If you have problems uploading your assignments, contact the help desk to figure this out. Their number is 214.768.HELP. Again, hard copies are due in class on the due date and then due online in either *.txt, *.doc, *.docx, or *.pdf by 12pm the day after they are due in class. If they are not submitted by this deadline, a student will receive a 0 for that assignment.

***Please note that following all instructions perfectly is considered average work- C. It's what I expect of all of you. If you want an above average grade (B) or an excellent grade (A) then consider going above and beyond the assignment in terms of depth and insight.**

FILM PAPER GUIDELINES

My goal in showing films that a student might see outside of an academic context is to engage the student in thinking sociologically beyond the text and the classroom. I believe it makes sociology more meaningful when students recognize that it is everywhere and appreciate that learning extends well beyond the academic environment. Last, watching "mainstream" films indicates the presence and strength of secondary agents of socialization.

The films are themed so that in each we will primarily consider how our norms regarding any particular social or theoretical concept are created and enforced.

The first film's theme is socialization, so that we will critically discuss overt and covert messages related to the themes of family, gender, sexuality, etc. The second is themed generally on race, social class, and sex. Each film will again, correspond to these themes and will facilitate a critical discussion (both in class and in your writing) about the particular topic.

The paper should be 3-4 pages. I want the paper to have a very particular structure and to be written in 4 parts. Please use the following as your outline:

- ❖ I Summarize the film. (This should be 1 paragraph. Be succinct.)
- ❖ II How was the particular sociological theme or concept (education, socialization, etc.) addressed in the film? So that for you, what was the main theme of the film? This will vary for students. (This should be 1 paragraph) [This film was mostly about career success, financial success, self-esteem, etc....]
- ❖ III What else (from class) was observed, in terms of other concepts or theory? (This should be 1 paragraph and is an extension of the previous. Provide citations from the text- only page numbers are necessary.) [In addition to discussing education, social class and sexism were also addressed...]
- ❖ IV Conclude with an evaluation of the film. Did you enjoy it? Why or why not? (This is also 1 paragraph and totally opinion based.)

Students will be graded based on how well the 4 sections were addressed and on how well the paper is written. Note that doing all of what I ask is considered average (C). For an A you need to do excellent work, and for a B you need to do above average work. An A or B paper is void of writing problems/typos and has depth/insight. Due dates are 10.02.09 and 12.07.09- in class. (Papers are due in SafeAssign by 1pm 10.03.09 and 12.08.09.)

ELEMENTARY SCHOOL TUTORING ASSIGNMENT GUIDELINES DUE 11.13.09

This assignment has 2 components and each is worth 10% of your final course grade:

- 1) Completion of 16 hours. This will be verified using the school's sign in book.
- 2) Compiling thoughtful and thorough notes about the experience. These should be typed and should be as carefully put together as your other papers and done on a weekly basis. I'd like the following in the notes: A) what activity (specifically) did you do with the student? Summary B) How was the activity experienced by you and the student both? (Was it difficult for the student? Easy? What was your reaction to the student's capacity?) C) What are your

thoughts in terms of sociology and education (and any other status characteristics) regarding this student, this week, and why? D) Diary note re: how your experience is going. Are you enjoying it? Why or why not? Is it better or worse than you anticipated? Are you going alone? Did anything come up in the session that was not anticipated?

*NOTE I will be taking up your work every 2 weeks. Due dates for this class are:

9.21

10.05

10.19

11.04

11.13

SOCIOLOGY OF EDUCATION [FINAL PAPER] ASSIGNMENT DUE: 11.23.09

For this paper I'd like you to think critically about education and your role in the tutoring assignment. Kozol addresses the socialization that minority group members often receive and the experiences they have with the public school system. The Agony of Education addresses issues related to inequalities in secondary education (specifically racism). Your text requires us to question whether educational opportunities are indeed equal for all. Last you have first hand experience in working with elementary students and all types of issues ranging from race/class/sex, to stigma associated with a learning disability, socialization about capacity, etc.

What I want is a 4-5 page paper where you address the issue of education in the US. What have you learned this semester about social equality, the necessity of having academic credentials, social stratification, etc?

Papers should have clear Intro and Concluding paragraphs that set up and introduce your topic (very generally it might be "educational opportunities for persons in the US" or something similar). You should also have several body paragraphs supporting whatever your point is. Be creative with this paper by using data to support your argument- ie your experience tutoring. Use the Internet, your text, and the 2 monographs (Kozol and AGY).

Paper is due in SafeAssign by 1pm on 11.24.09.