

# **SC-101-53 FOUNDATIONS OF SOCIOLOGY**

## **SPRING 2015, T/R 11:00-12:15PM, AD#259**

Dr. Medora W. Barnes

*Email:* [mbarnes@jcu.edu](mailto:mbarnes@jcu.edu)

*Office phone:* (216) 397-3082

*Office location:* Admin building, #346

*Office hours:* Tuesday and Thursday 1:00-2:00 and 3:15-4:15,  
Wednesdays 10:30-2:00pm, & by appointment

### **COURSE DESCRIPTION**

This course will provide an introduction to sociological concepts and their application to the analysis of social behavior. Major areas of emphasis include the social interaction, groups, culture, diversity, social structure, social change, and social institutions. Over the course of the semester, we will attempt to understand the kinds of questions sociologists ask, why they ask the questions they do, and how they go about trying to answer the questions they ask. In other words, we will focus on learning how to “think sociologically.”

### **COURSE LEARNING GOALS**

Over the course of the semester, each student should complete the following learning goals:

1. Identify how to use a “sociological perspective” to analyze the social world, and become familiar with the methods and theories that sociologists use most often.
2. Gain additional knowledge about people and perspectives that are different than their own, so that he/she can express what it means to act competently and justly in a diverse and global world. (fulfills “old core” diversity requirement also)
3. Engage in written and oral reflections on their individual social location and choices, to increase self-awareness and understanding, and allow for the continuing development of the whole person.
4. Learn the vocabulary of sociology, so they can demonstrate a sound understanding of key terms and concepts for use in future sociological courses.
5. Work on improving their written work, oral communication, and technological competence, through completing required papers, actively participation in class discussions, and producing a video presentation.

In addition, meeting the above goals also support the broader learning goals of the Sociology and Criminology department and John Carroll University:

- These include the JCU’s institutional learning goals of:
  - developing skills of critical analysis (corresponds with #1)
  - acting competently in a global and diverse world (corresponds with #2)
  - developing skills in written and oral expression (corresponds with #5)
- This course is one of the required courses in both the SC major and minor. Course learning objectives 1, 2 and 3 also help meet department learning goals, which can be found at: <http://sites.jcu.edu/sociology/pages/learning-goals/>

## REQUIRED TEXTS

The following textbooks are available in the campus bookstore:

1. *You May Ask Yourself*, 4<sup>th</sup> Edition (2015), by Dalton Conley [YMY]
2. Readings posted on Canvas [C] (should be brought to class printed/electronically).

## GRADE DISTRIBUTION

Your grade will be based on the following points/percentages:

100 points	10%	(Prepared) Participation
100 points	10%	Weekly Web Quizzes (10 best, at 10 points each)
280 points	28%	Tests (2 at 140 points each)
100 points	10%	Norm Violation Video Project
260 points	26%	Papers (2 at 130 points each)
160 points	16%	<u>Final Exam</u>
1000 points	100%	TOTAL

## COURSE COMPONENTS & EXPECTATIONS

**(Prepared) Participation:** Each week you will have approximately 40-50 pages of readings—your main responsibility in this class will be doing the assigned reading and coming to class prepared to discuss it. As part of this, I expect each student to bring the assigned readings to class every day to facilitate discussion and group work. Regularly attending class, demonstrating that you have done the required readings, and contributing to class discussions are all important parts of your class participation grade and the active learning process. Thoughtful class participation is also an important aspect of meeting course learning goals #2, #3, and #5.

**Weekly Web Quizzes [WWQ]:** There will be *eleven* weekly web quizzes throughout the semester, with the lowest grade being dropped (for a total of *ten* grades). The quizzes will be posted on the Canvas course website each weekend and need to be completed before class on the Tuesday they are due (check syllabus for exact dates). These quizzes will be short—they will consist of only a few questions (usually 4-5, varying formats). The quiz questions will be from the readings that are due that day. All web quizzes are open book and open notebook. You cannot make-up web quizzes if they are missed. All quizzes will be graded on a scale of 0 to 10. Quizzes are used in the evaluation of course learning goals #1 and 4.

**Tests/Final Exam:** There will be two major tests, in addition to your final exam. The final exam will include a cumulative section, in addition to a section on new material covered since the previous test. All tests will have multiple choice, identification, definition, and short answer/essay questions. These questions will come from the assigned readings, class lectures, and class discussions. Tests are used in the evaluation of course learning goals #1, #2, and #4. I recommend that you take notes on the main points of the readings and review your notes to help prepare for these tests.

**Norm Violation Video Presentation Project:** Each student will work in a group to conduct a norm violation experiment. Rather than a turning in a paper, students will be turning in a 6-8 minute video presentation. Flip cameras will be made available, as will help with appropriate video editing software. Extensive details about the project will be passed out later in the semester. The groups and topic is due **Oct. 27<sup>th</sup>**, while the final project is due **Nov. 17<sup>th</sup>**. Varying aspects of this project connect with all five course goals (see detailed assignment).

**Papers:** You will be writing two papers this semester. Both papers will be approximately 4-5 pages long (typed, double-spaced) and will be designed to encourage you to connect class material with your own life experiences. *Paper #1: Music Lyrics, Culture, & Socialization* is due **October 20<sup>th</sup>** and *Paper #2 Reel/Real Life* is due **December 8<sup>th</sup>**. Detailed information about the papers will be handed out later in the semester. Papers are used in the evaluation of all five course learning goals (see detailed assignment for individual assessment components).

**PLEASE NOTE:** All papers need to be printed and handed in--papers received only by email will not be graded! If you are absent from class when a paper is due, you should email me your paper before class, so it is received “on time” and turn in a printed copy the next time you are in class. In addition, students are responsible for keeping a back-up copy of all assignments and work.

**Extra credit:** Each student has the option of attending up to two approved lectures/events (these events will be announced in class) and writing a brief 1-2 page (double spaced) paper about the event. Papers are due within two weeks of the event occurring or they will not be accepted, so make sure to hand them in on time! The details for the extra credit lecture/event assignment are available on Canvas under the “Assignments” tab. For each acceptable extra credit event paper that is handed in, 3 points will be added to your lowest test grade.

## COURSE POLICIES

### **Grading Scale:**

94-100 = A	83-86 = B	73-76 = C	63-66 = D
90-93 = A-	80-82 = B-	70-72 = C-	60-62 = D-
87-89 = B+	77-79 = C+	67-69 = D+	0-59 = F

**Attendance:** You are expected to attend every class and I will usually take attendance. Class participation is clearly dependent upon your presence in class, so your participation grade will be impacted by unexcused absences. Excused absences need to be supported by formal, written documentation to not count against your participation grade.

**Missed Tests:** Make-up tests will be given if your absence from class is both excused and you inform me of the conflict before the test, so please plan ahead. In case of emergencies, the situation will be judged on a case by case basis (this does not include your alarm clock breaking!).

**Late Assignments:** Late assignments *may* be accepted, but 4 points will be taken off for every day an assignment is late (this includes weekends). Please, come and talk to me if you will not be handing in an assignment on time.

**Electronic Devices:** Paying undivided attention to what everyone in the classroom is saying is an important part of respecting each other and the learning process. Texting, checking email, listening to music, and taking/receiving phone calls are inappropriate during class, although they are allowed in the classroom before class begins. All electronic devices (including cell phones, iPods, tablets, laptops, etc.) should be silenced during class. They should also remain off and out of sight unless you are accessing course material on the device (i.e. your e-textbook or readings on Canvas).

**Religious Observance:** Students will never be penalized because of observances of their religious beliefs and shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed. If you expect that religious observances will require you to miss any class meetings or course deadlines, talk with me beforehand to make alternative arrangements.

**Policy on Documentation and Accommodation of Disabilities:** In accordance with federal law, if you have a documented disability (learning, psychological, sensory, physical, or medical) you may be eligible to request accommodations from the Office of Services for Students with Disabilities (SSD). To make a request for accommodations, please contact SSD Director Allison West at (216) 397-4967 or visit the SSD office, located in Room 7A, on the garden (lower) level of the Administration Building. Please keep in mind that accommodations are not retroactive so it is best to register with SSD at the beginning of each semester. Only those accommodations approved by SSD will be recognized by your instructors. Please contact SSD if you have further questions.

**Academic Honesty:** “Academic honesty, expected of every student, is essential to the process of education and to upholding high ethical standards. Cheating, including plagiarism, inappropriate use of technology, or any other kind of unethical behavior, may subject the student to severe academic penalties, including dismissal. All work submitted for evaluation in a course, including tests, term papers, and computer programs, must represent only the work of the student unless indicated otherwise. Material taken from the work of others must be acknowledged. Materials submitted to fulfill requirements in one course may not be submitted in another course without prior approval of the instructor(s).” Any students caught cheating on tests or plagiarizing papers will receive an automatic “0” on the exam or paper in question and will be dealt with in accordance with University policy. (For the full JCU policy on academic honesty, please refer to the 2015-2017 Undergraduate Bulletin).

**Policy on Discrimination, Sexual Harassment and Bias:** John Carroll University is committed to fostering a learning and working environment based upon open communication, mutual respect, and ethical and moral values consistent with Jesuit and Catholic traditions. The University seeks to provide an environment that is free of bias, discrimination, and harassment, including sexual harassment. If you have experienced sexual harassment/assault/misconduct based upon gender/sex/sexual orientation, and you share this with a faculty member, the faculty member must notify the Title IX Coordinator, Kendra Svilar, J.D., who will discuss options with you. She can be reached by email at [ksvilar@jcu.edu](mailto:ksvilar@jcu.edu) or (216) 397-1559. For more information about your options and resources, please go to: <http://sites.jcu.edu/hr/pages/resourcespolicies/title-ix/>.

If you have experienced bias or discrimination based on race, age, sex, sexual orientation, religion, ethnic or national origin, disability, military or veteran status, genetic information or any factor protected by law, you are encouraged to report this via the Bias Reporting System at <http://sites.jcu.edu/bias> to Dr. Terry Mills, Assistant Provost for Diversity and Inclusion, or at [tmills@jcu.edu](mailto:tmills@jcu.edu), or (216) 397-4455. For more information about the University commitment to diversity and inclusion, please see <http://sites.jcu.edu/diversity>

***Classroom Behavior & Respect:*** While you will be learning various ways of thinking and new perspectives in this class, I want you to know that there is no one correct way of thinking. All professors tend to teach from the perspective they know the best and use in their research. You will find out my perspective throughout the semester and it might be different than yours. This doesn't mean that mine is the only correct perspective, it just means it's the one I use in understanding society and sociology. If your perspective on life differs from mine, that's OK, that's wonderful, and that is what education is about. Please feel free to share your own way of looking at life, but you must be open to other people's ideas. The only rules in the class are that you are respectful and don't attack other's ideas if they are different than your own.

## **COURSE RESOURCES**

***Writing Center:*** Need some help with your writing assignment before you turn it in? Located in the O'Malley Center, Room 207, the Writing Center is a free academic resource that is staffed by undergraduate and graduate students from all areas of study that have completed extensive training and can provide another set of eyes for your assignment. You can bring any type of writing assignment to the Center, and consultants can assist you with everything from brainstorming to citations. Please bring any assignment sheets or relevant information to your consultation, as well as a printed copy of your paper. We accept walk-ins but recommend scheduling an appointment, which you can do through email ([writingcenter@jcu.edu](mailto:writingcenter@jcu.edu)), phone (x4529), or stopping in. In addition to weekly hours in OC 207, we also offer After-Hours on Sundays in Seminar A of Grasselli Library! Check it out at <http://sites.jcu.edu/writingcenter>.

***Course Website:*** This course will utilize a *Canvas* course website. Copies of class handouts, assignments, and the syllabus will be posted online. In addition, several required readings will be posted online, as will your weekly web quizzes. If you are having difficulties accessing the website, please talk to me at the beginning of the semester.

***Keeping in Touch:*** I hold regular office hours each week and I am also available at other times by appointment. Please come by and talk to me, if you have any questions or concerns about the class or the assignments. I enjoy talking to students and encourage all of you to stop by throughout the semester. In addition, I am also available to answer questions either before or after class. The best way to reach me is usually through my JCU email address at [mbarnes@jcu.edu](mailto:mbarnes@jcu.edu). I usually check my email at least once a day, although if you email me over the weekend, please expect a delay in the response. You are also welcome to call me at my office at (216) 397-3082, although it may take longer to receive a response.

## SCHEDULE OF CLASSES, TOPICS & ASSIGNMENTS

NOTE: Readings are to be completed before class on the day it is scheduled. In other words, if a reading is scheduled for Thursday, September 8<sup>th</sup> 2015, you should have read the assigned reading in time for the discussion and activities in class that day. I also reserve the right to make changes to the course schedule.

<u>Dates</u>	<u>Topic</u>	<u>Readings</u>	<u>Assignments/Activities</u>
Tu 9/1	<i>Introduction</i>		
Th 9/3	<i>Sociological Perspective</i>	Ch. 1: p3-15 [YMY] “Wanted: Intelligent Aliens for a Research Project” [C, p.3]	(Extra Credit Quiz)
Tu 9/8	<i>Sociological Perspective</i>	“Personal Experiences and Public Issues” [C, p.6] “Hernando Washington” [C, p.9]	<b>WWQ#1</b>
Th 9/10*	<i>History of Sociology</i>	Ch 1: p15-39 [YMY]	*Class is 10:00-10:50 due to “Celebrate the Spirit”
Tu 9/15	<i>Research Methods</i>	Ch 2: p43-59 [YMY]	<b>WWQ#2</b>
Th 9/17	<i>Research Methods</i>	Ch 2: p60-69 [YMY] “The Outsider” [C]	
Tu 9/22	<i>Research Methods</i>	“If Hitler Asked You To” [C] Watch in class: <i>Milgram Experiment</i>	<b>WWQ#3</b>
Th 9/24	<i>Culture</i>	Ch 3: p73-85 [YMY] “Body Ritual Among the Nacirema” [C]	
Tu 9/29	<i>Culture</i>	Ch 3: p86-95, 98-103 [YMY]	<b>WWQ#4</b>
Th 10/1		<b>TEST #1</b>	
Tu 10/6	<i>Socialization</i>	Ch 4: 113-125 [YMY] “Invisible Inequality: Social Class and Childrearing” [C, p.15]	<b>WWQ#5</b>
Th 10/8	<i>Socialization</i>	Ch 4: 125-131 [YMY] “Sissy Boy, Progressive Parents” [C, p.10]	
Tu 10/13	<i>Socialization</i>	Ch 4: 131-145 [YMY]	<b>WWQ#6</b>
Th 10/15	<i>Deviance</i>	Ch. 6: p185-202 [YMY]	
Tu 10/20	<i>Deviance</i>	Ch. 6: p203-219 [YMY] “In Praise of Traffic Tickets” [C, p.3]	<b>WWQ#7</b> <b>Paper #1 Due</b>
Th 10/22	<i>Groups &amp; Networks</i>	Ch. 5:149-169 [YMY]	
Tu 10/27	<i>Stratification</i>	Watch on your own: <i>People Like Us</i>	<b>WWQ#8</b>

<b>Dates</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments/Activities</b>
Th 10/29	<i>Stratification</i>	Ch 7: p 235-253 [YMY]	<b>Norm violation groups &amp; topics due</b>
Tu 11/3	<i>Stratification</i>	Ch 7: p254-271 [YMY]	<b>WWQ#9</b>
Th 11/5		<b>TEST #2</b>	
Tu 11/10	<i>Gender</i>	Ch 8: p275-291 and 296-299 [YMY] “When Did Girls Start Wearing Pink” [C, p.4]; “Neither Male Nor Female” [C, p.2]	<b>WWQ#10</b>
Th 11/12	<i>Gender &amp; Sexuality</i>	Ch 8: 300-317 [YMY] “A Double Standard in Hooking Up” [C, p.13]	
Tu 11/17	<i>Sexuality</i>	“Fraternities and Rape Culture” [C, 13]	<b>Norm Violation Video Project Due</b>
Th 11/19	<i>Race</i>	Ch 9: p321-336 [YMY] “White Privilege” [C, p.5] “Chris Rock is Right--White Americans are Less Racist Than Before” [C, p.5]	
Tu 11/24		<i>No class - Friday classes meet</i>	
Th 11/26		<i>Thanksgiving break</i>	
Tu 12/1	<i>Race</i>	Ch 9: p337-362 [YMY] “I Taught My Black Kids That Their Elite Upbringing Would Protect Them From Discrimination” [C, p.6]	<b>WWQ#11</b>
Th 12/3	<i>Gender, Race, &amp; Family</i>	“The Rest Room & Equal Opportunity” [C, p.4] “Family-Leaves Values” [C, p.9]	Watch in class: <i>Blue Eyed</i>
Tu 12/8	<i>Family</i>	Ch. 12: 449-472 [YMY]	<b>Paper #2 Due</b>
Th 12/10	<i>(Last day)</i>	“What Can We Do” [C, p.28]	

**The final exam will be held on  
Tuesday, December 15<sup>th</sup> 10:00-11:50am**

## HOW TO READ A SOCIOLOGICAL ARTICLE

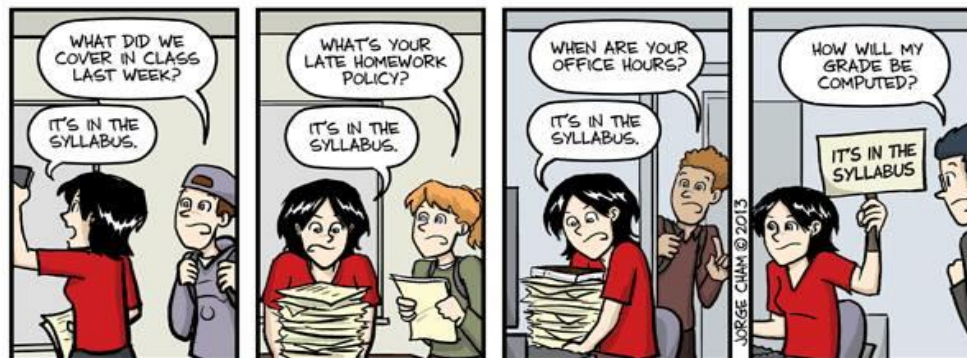
*Sometimes students are not sure what to focus on when reading academic articles, so this page was designed to help you read and take notes on the required reading.*

*The most important parts to focus on when reading an article for this class are:*

- Article's main points:
  - o What are the most important or central 3 or 4 points in the article?
  
- Article's key concepts:
  - o Are there key concepts that are central to understanding the main points?
  - o Are there any new concepts or terms that this article introduces?
  
- Author's methods (not always applicable)
  - o What research methods (if any) does the author use?
  - o Are there any important strengths or weaknesses in their methods?
  
- Author's goals:
  - o Is the author arguing for any specific societal changes?
    - Behavior changes?
    - Attitudinal changes?
    - Social Policy changes?
  - o Do they discuss their reasons for writing the article?

*Students should always try to engage in active reading strategies. These include:*

- Stopping at the end of each section of a reading to write down a brief summary of the main points.
- Outlining the reading or chapter
- Working with another student and quizzing each other on the material.
- Thinking about ways in which the readings connect to previous readings and one's own life



# IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

WWW.PHDCOMICS.COM