Course Catalog Description: SOCI 101 INTRODUCTION TO SOCIOLOGY (3.00 units)
Sociological concepts, theories, methods; a study of society and culture; the influence of the social environment on individual behavior. GenEd II.C.2 or Core: Social & Behavioral Sciences.

Course Overview

Over the course of this semester, we will read about and discuss the key concepts, theories, paradigms, and people that make up the social construct known as sociology. In this course, you will encounter major questions that sociologists have been pondering for over century. You will also be encouraged to formulate your own questions about society as well. By the end of the course, you should be able to answer questions such as: What is sociology? What are the major theoretical paradigms that make up sociology? What is a social norm? What do we mean when we say something is socially constructed? What are some major changes taking place in today’s society and what might these changes mean for our future?

Learning Objectives

1. You will be able to articulate relevant basic assumptions, concepts, theoretical constructs and information of the social and behavior sciences.

2. You will be able to demonstrate an understanding of relevant social and behavioral science methodologies.

3. You will be able to apply appropriate problem-solving skills in discipline specific contexts.

4. You will be able to apply disciplinary knowledge from the social and behavioral sciences to contemporary ethical or social issues.

Rules of the Road

1. We start and end class on time (if you arrive late, you may miss key parts of that day’s lecture, lose the chance to take that day’s quiz, or lose the chance to begin that day’s activity).
2. Turn off cell phones, music devices, and other electronic devices that could be a distraction during class.
3. Check your email daily.
4. Check our class’s Blackboard page daily.
5. Be civil and respectful in your interactions within this class.
Office Hours

For simple questions, the best way to reach me is by email at jfreeman@towson.edu. For questions that are more difficult please come see me during office hours. **I have office hours on Monday, Wednesday, and Friday from 2:00 p.m. to 3:00 p.m.** If you cannot make these hours, please let me know and we will arrange another time. To make the best use of our time, you should come prepared with specific questions; for example, you might have a question about a reading you do not understand, or something you have seen in another source that you are curious about. Be as specific as you can about how I can help you. However, you do not have to have a problem to come to office hours -- you may just want to chat about something, and that is OK too.

Required Texts


There will also be several required readings posted on Blackboard. See the course schedule for the required readings posted on Blackboard for that week.

Recommended Texts


Throughout the semester, I may post recommended reading to supplement the assigned readings for the class. I will post any recommended readings on Blackboard.

Course Format

This is an active learning course, meaning that I expect you to read, discuss, and write about the various topics listed on the course schedule. At the beginning of each week I will be give a lecture covering the topic for that week. Each week will also have a discussion based on the required reading for that week. At the beginning of the class period on the last day of the week, I will be give you a **closed book, closed notes** quiz based on anything we discuss that week.

Attendance Policy

Achieving success in this class requires consistent daily attendance. Do not schedule any appointments, trips, association meetings, or other activities that would require you to miss class.

In addition, an **excused** absence is an absence in which a student cannot attend class due to a family emergency, an obligation to the University or some other reason that is beyond the student’s immediate control. In the case of an **excused** absence, please let me know as soon as possible the reason for the absence and the anticipated length of the absence. If you want an absence excused, you **must** have a note or some other documentation showing that you could not attend class on that day.
Department Statement on Academic Integrity (Updated Spring 2015)

The faculty of the Department of Sociology, Anthropology & Criminal Justice expects students to demonstrate academic integrity at all times. We do not tolerate academic dishonesty in any class. Academic dishonesty includes, but is not limited to, any form of cheating or unapproved help on an exam or academic exercise, copying someone else's written work without citation, presenting fabricated information as legitimate, any unauthorized collaboration among students, or assisting someone to cheat in any way. The instructor determines penalties for academic dishonesty. The minimum penalty for academic dishonesty in this class is a grade of zero on the affected work. If the University charges you with academic dishonesty, you must remain enrolled in the course and cannot withdraw. Instructors will file a report of academic dishonesty with the Office of the Student Conduct and Civility Education, the Dean of the College of Liberal Arts, and to the Chair’s Office in the department.

For more information on academic integrity, see the TU Student Academic Integrity Policy (http://catalog.towson.edu/undergraduate/appendices/appendix-f-code-student-conduct/) and the College of Liberal Arts’ Academic Integrity and Appeals Information, (http://www.towson.edu/cla/acadviolations).

We also encourage students to make use of campus resources to learn more about academic integrity and how to avoid academic dishonesty, such as the resources provided by Cook Library and the Writing Center (http://www.towson.edu/writingcenter).

Disability and Support Services
This course complies with Towson University policies for students with disabilities. Students with disabilities are encouraged to register with Disability Support Services (DSS), 7720 York Road, Suite 232, 410-704-2638 (Voice) or 410-704-4423 (TDD). Students who suspect that they have a disability but do not have documentation are encouraged to contact DSS for advice on how to obtain appropriate evaluation. You will need a memo from DSS authorizing your accommodation before I can make any accommodation.

Policy on Repeating Course
Students may not repeat this course more than once (make a third attempt at this course) without the prior approval of the Academic Standards Committee. Please call 4-4351 for more information.

Emergency Statement (TU Office of the Provost)
In the event of a University-wide emergency, course requirements, classes, deadlines and grading schemes are subject to changes that may include alternative delivery methods, alternative methods of interaction with the instructor, class materials, and/or classmates, a revised attendance policy, and a revised semester calendar and/or grading scheme. In the case of a University-wide emergency, I will attempt to communicate with you via e-mail and/or the Blackboard site.

For more general information about any emergency, please refer to the following:
Web Site: www.towson.edu
Telephone Number: 410-704-2000
TU Text Alert System Sign-up at: http://www.towson.edu/adminfinance/facilities/police/campusemergency/). This is a service designed to alert the Towson University community via text messages to cell phones when situations arise on campus that affect the ability of the campus - students, faculty and staff - to function normally.
Evaluation

I base your course grade on quizzes, group discussions, in-class activities, a mid-term, and a final exam, and a group presentation.

1. **Quizzes**: Each week you will give a **closed book, closed note** quiz based on lectures, films, or readings for that week. If you miss a class due to an unexcused absence or arrive late, you will **not** be able to take any portion of the quiz later. The lowest 3 quiz grades will be dropped at the end of the semester.

2. **Group Discussions**: Each week I will give you 3-5 discussion questions to answer, based on the week’s reading. You will be required to turn in your answers for a grade. The purpose of the group discussion questions is to 1) facilitate discourse about topics that pertain to the functioning of society that is both critical and civil, 2) encourage in-depth reading, and 3) encourage good note taking. For group discussions, I expect you to discuss and answer each question within your group and be prepared to discuss your group's answers with the entire class. For each group discussion, your group will turn in a **written copy** of its answers prior to the full class discussion. Each of the group members will receive an overall group grade based on the correctness for each set of answers. All missed group assignments will count against each student’s final grade except in the case of an **excused** absence.

3. **In-Class Activities**: At varying points throughout the week, I will give you in-class activities. For in-class activities, I will give you a set of directions and I expect you to complete the activity within the time allotted. I grade in-class activities based on whether or not you or your group correctly complete the assigned task in the time allotted. All missed in-class activities will count against each student’s final grade except in the case of an **excused** absence.

4. **Exams**: In this class, you will have both a mid-term and a final exam. All material on these exams come from the weekly quizzes and discussion questions. The purpose of the exams is to communicate your comprehension of the course materials. Each exam will be composed of fill in the blank, short answer, and a question that requires you to apply a concept that we discussed in class to a set of information that you have not seen before. **Out of fairness to the class, I do not give make-up exams unless there is a family emergency or a situation that is otherwise out of your control that causes you to miss the exam. If you have an obligation to the university that necessitates that you miss the exam period, you are required to take the exam before the designated exam period.**

5. **Group Presentation**: Toward the end of class, I will require you to give a group PowerPoint presentation on a topic that I choose. I will provide a template for this presentation as well as specific instructions on how to complete the presentation. Prior to given your presentation you will required to turn in a reference list as well as the full PowerPoint. I will grade your presentation based on a rubric, which I will provide on Blackboard.
**Components of your Grade:**
- Group Presentation: 5%
- Quizzes: 15%
- Class Discussions: 15%
- In-Class Activities: 15%
- Mid-term Exam: 25%
- Final Exam: 25%
- **Total**: 100%

**Grading Policy**

In accord with university policy, students will earn plus/minus grades in this course. Refer to the Undergraduate Catalog for the university policy on plus/minus grading and corresponding quality points. A grade below C will not count for credit in major courses. I will award final course grades as follows:

- **A** = 93-100
- **A-** = 90-92
- **B+** = 87-89
- **B** = 83-86
- **B-** = 80-82
- **C+** = 77-79
- **C** = 70-76
- **D+** = 67-69
- **D** = 60-66
- **F** = BELOW 60
- **FX** = Failing and completed less than ½ of graded work
COURSE SCHEDULE

Monday, Jan. 30th—Friday, Feb. 3rd

Topic: Introduction to the Course
Reading(s): “Does Technology Make Us More Stressed?” (http://nyti.ms/1CbcZQs)
Activity: Understanding the Scientific Method

Monday, Feb. 6th—Friday, Feb. 10th

Topic: What is Sociology?
Readings: “Invitation to Sociology” (Seeing Ourselves, pp. 6-9)
Activity: “Why are there More Multigenerational Families?”

Monday, Feb. 13th—Friday, Feb. 17th

Topic: Research Methods
Reading(s): “The Importance of Social Research (Seeing Ourselves, pp. 21-23)
Activity: “How Should We Measure Poverty?”

Monday, Feb. 20th—Friday, Feb. 24th

Topic: Social Theory
Readings: “The Sociological Imagination” (Seeing Ourselves, pp. 1-5)
“Manifest and Latent Functions” (Seeing Ourselves, pp.38-39)
Activity: “Understanding Manifest and Latent Functions”
“Functional or Dysfunctional”
“Private Troubles vs. Public Issues”

Monday, Feb. 27th—Friday, March 3rd

Topic: Socialization
Reading: “Socialization and the Power of Advertising” (Seeing Ourselves, pp. 83-88)
Activity: Video: Killing Us Softly

“What Are They Really Selling?”

“I vs. Me”

Monday, March 6th—Friday, March 10th

Topic: Culture

Readings: “Symbol: The Basic Element of Culture” (Seeing Ourselves, pp 33-37)

Activity: Video: Ape Genius

Monday, March 13th—Friday, March 17th

Topic: Social Interaction in Everyday Life

Readings: “The Presentation of Self in Everyday Life” (Seeing Ourselves, pp. 96-101)

Activity: Video: Little White Lie

Wednesday, March 19th—Friday, March 24th

Topic: Spring Break (No Class)

Monday, March 27th—Friday, March 31st

Topic: Social Stratification

Reading(s): “Nickeled-and-Dimed: On (Not) Getting by in America (Seeing Ourselves, pp. 209-221)

World’s richest 1% own 40% of all wealth, UN report discovers
(https://www.theguardian.com/money/2006/dec/06/business.internationalnews)

Activity: Social Inequality Game

Understanding Global Inequality
Monday, April 3rd—Friday, April 7th

**Topic:** Gender Stratification

**Reading(s):** “How Subtle Sex Discrimination Works” (Seeing Ourselves, pp. 242-247)

**Activity:** Understanding the Effect of Race and Gender on Earnings

Mid-Term Q & A

Monday, April 10th

**Mid-Term Exam**

Wednesday, April 12th – Friday, April 14th

**Topic:** Family

**Reading(s):** “‘His’ and ‘Her’ Marriage” (Seeing Ourselves, pp. 321-326)

**Activity:** “Has Marriage Changed?”

Mid-Term Review

References for Group Presentation Due

Monday, April 17th—Friday, April 21st

**Topic:** Race and Ethnicity

**Reading(s):** “How Did Jews Become White Folks” (Seeing Ourselves, pp. 266-275)

**Activity:** Understanding Residential Segregation

“Does Race Matter in my Day-to-Day Life?”

Monday, April 24th—Friday, April 28th

**Topic:** Sexuality

**Reading(s):** “Homosexual Behavior in Cross-Cultural Perspective” (Seeing Ourselves, pp. 190-200)

**Activity:** Group Presentations Due

**Speaker:** Towson LGBTQIA Representative (or other activity depending on availability of speaker).
Monday, May 1st—Friday, May 5th

Topic: Religion
Readings: “How Student Life is Different at Religious Colleges.” (Seeing Ourselves, pp. 345-350)
Activity: Group Presentations

Monday, May 8th

Topic: Outliers
Readings: “The Roseto Mystery” (Outliers, pp. 3 – 11)
“The Matthew Effect” (Outliers, pp. 15-34)
“The 10,000 Hour Rule” (Outliers, pp. 35-68)
Activity: Group Presentations

Wednesday, May 10th

Topic: Outliers
Readings: “The Trouble with Geniuses, Part 1” (Outliers, pp. 69-90)
“The Trouble with Geniuses, Part 2” (Outliers, pp. 91-115)
“The Three Lessons of Joe Flom” (Outliers, pp.116-158)
“Harlan, Kentucky” (Outliers, pp. 161-176)
Activity: Group Presentations

Friday, May 12th

Topic: Outliers
Readings: “The Ethnic Theory of Place Crashes” (Outliers, pp. 177-223)
“Rice Paddies and Math Tests” (Outliers, pp. 224-249)
“Marita’s Bargain” (Outliers, pp. 250-269)
“A Jamaican Story” (Outliers, pp. 270-286)

**Activity:** Group Presentations

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**Monday, May 15th**

**Topic:** Final Exam Q & A

Group Presentations (If Needed)

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**Final Exam: Monday, May 22nd, 10:15 a.m.-12:15 p.m.**