

## **SOC 101: Introduction to Sociology, Section 1**

Instructor: Jacobs (Jake) Hammond Ph.D.

When: Mon, Wed, Fri from 11:00-11:50

Where: Chemistry 123

Office: Social Sciences 305

Office Hours: Wed and Fri 8:30-10:30 or by appointment (email to schedule)

Email: jacobs.hammond@umt.edu (please put "Soc 101, Section 1" in subject line)

### **Course Description**

Welcome all! I am excited that you have decided to explore the field of sociology. This course will introduce you to the discipline of sociology. Sociology, and in turn this class, examines questions such as: What is the nature of society? And what is the relationship between society and the individual? This course focuses on how society functions and is organized, and how society impacts and influences individual motivation, understanding, action, and well-being. Basic sociological ideas regarding social relations, social interaction, social structure, and social change are examined. Sociology is a social *science*, and thus ideas, discussions, and determinations within this field are based upon empirical research. Therefore, we will also discuss methods used within the discipline of sociology. The knowledge gained in this course will aid you in future studies within a variety of fields and careers, and it will encourage the development of critical thinking about important and timely issues.

### **Required Text**

*The Practical Skeptic: Core Concepts in Sociology, 6th edition*, by Lisa J. McIntyre.

### **Learning Objectives**

- Apply the sociological perspective to current events in society.
- Evaluate ideas and debates using the sociological perspective.
- Discuss specific areas of study and methods used within sociology.
- Critically examine theoretical perspectives and be able to apply them to current issues.

### **Moodle Help**

You will need to use Moodle to track course activities, access course materials, take online quizzes, keep tabs on your grade, and submit papers. If you have difficulty accessing the Moodle page for this course or with any of these processes, please email: [umonline-help@umontana.edu](mailto:umonline-help@umontana.edu), or call: 406. 243.4999.

### **Electronic Devices Policy**

Your cell phone must be silenced and stowed out of sight during class time. Laptops may not be used during class.

## Grading

Your course grade is based on class participation (21%), three exams (42%), reading quizzes (13%), a video analysis paper (14%), and a number of informal, in-class writing assignments (10%). Periodically there will be opportunities for extra credit. These opportunities are not listed on the course calendar or announced in advance. In other words, you will need to attend class to learn about these opportunities.

### *Participation (21%)*

Class participation is worth 21% of your final grade and is based primarily on 3 participation logs. You will turn in a log via Moodle after the completion of week 5, week 10, and 15 (the end of the semester). For each participation log, you will need to describe and reflect on eight in-class interactions where you engaged in discussion with at least one other student in response to a question posed in class. Each log is dated, and only one log can be completed per class meeting. Since we have approximately 15 class meetings during each five-week block, you will need to be in attendance for roughly half the class meetings in order to receive full credit on a log. More detailed instructions on how to complete these logs will be posted on Moodle, as well as a sample log for you to reference. Please note that log grades can be adjusted up or down based on my observations of your in-class participation.

### *Exams (42%)*

You will complete three exams during the course worth a total of 42% of your grade. One week in advance of the exam, I will post a study guide on Moodle which will include topics to be covered, quiz structure and preparation tips. Exams will be based on material from assigned readings and videos as well as lectures and class discussions.

### *Reading Quizzes (13%)*

Reading the assigned text is crucial to your success in this course. Therefore, you will need to secure access to the textbook on a regular basis to keep up with the readings. You can access the book in various ways (e.g. purchase, rent, share with another student, check out from library). On the day each reading is due, you will need to complete a short quiz on the reading via Moodle prior to the beginning of class. These quizzes are timed. You can take the quiz at any time during the testing window, but you will only have one chance to take the quiz. Once the testing window has closed, you be able to view the results of your quiz on Moodle. There will be 13 reading quizzes, with each being worth 1% of your final grade.

### *Video Analysis Paper (14%)*

We will watch a number of videos throughout the course of the semester to help us apply concepts for the course and to explore societal issues in greater depth. Video dates are listed in your Course Schedule. You will be choosing one of the videos to write a paper on. Guidelines for completing the Video Analysis Paper assignment will be posted on Moodle.

### *Informal Writing (10%)*

There will be a number of short, informal writing activities throughout the term, which I call Quickwrites. These writing assignments generally take place during class (though there are exceptions) and are not listed on the course calendar or announced in advance. In other words, you will need to be in attendance to get credit for Quickwrites. These writing activities are meant to be low-stakes and to be written in a loose, free association manner. Their purpose is to help you to think and engage more deeply with course content. It is not necessary for you to demonstrate mastery of course material to get credit for these assignments, though submissions which demonstrate that course assignments have not been completed will not receive credit. In general, these assignments are graded based on effort, thoughtfulness and the degree to which they demonstrate an earnest engagement in the course (both during class and in preparation for class). If you are absent on the day of a Quickwrite, you can still complete it for full credit. However, I will not accept these assignments via email. To receive credit, you need to submit a hard copy to me at the beginning of the next class meeting. Writing prompts are posted on Moodle on the day they are assigned in class. If you miss class and want to know if you missed a Quickwrite, I suggest checking the new materials posted on Moodle under Content or contacting a peer for more information. I will not respond to emails asking if you missed an in-class writing assignment. Since we have a large class, doing so is simply not practical for me.

### **Attendance**

Attendance is crucial to doing well in this course, and it is impossible to earn a high grade without regular attendance. If you are absent, you may miss in-class writing assignments or material covered on assessments. You will definitely miss opportunities to log your participation (discussed later). In addition, being in class helps to keep you on track, as I frequently review upcoming assignments and due dates. I recommend getting to know at least a few of your classmates and sharing contact information so you have someone to contact if you are absent to find out what you missed, get notes, etc. If you need to leave class early or will be arriving late, you should sit closest to the class entrance/exit as possible in order to not disrupt class. However, repetitive activity of this kind (arriving late/leaving early), unless otherwise cleared through me, will result in a reduction in your grade. Please prepare yourself by using the bathroom before class. If you absolutely must use the bathroom during class, you do not need to ask for permission. However, try to be conscientious and not disrupt the class when coming and going. Using the restroom during class should occur infrequently. In general, if you decide to attend, plan on arriving on time and staying until the class is dismissed.

### **Email Policy**

Despite the many advantages that email offers, it also presents certain pitfalls, particularly when used in professional contexts. Learning to use email in a professional manner is an important skill which will help prepare you for future endeavors. When you use email, please remember to write formally and clearly. Imagine that you are speaking directly to your recipient when you write an email and monitor the content and tone of your message accordingly. Messages with misspellings and incorrect grammar reflect poorly on the sender. If it

is difficult for you to send formal messages from your phone, I suggest waiting to send the message from a computer.

Before sending an email, please make sure that your message meets the following criteria:

- 1) Include a greeting and a signature. This is a professional norm and a sign of respect that will serve you well at UM and beyond.
- 2) Double-check that the question you are asking is not already answered on the syllabus, on assignment prompts, or on any other materials that have been distributed in class or via a course email.
- 3) Check with a classmate to see if they have an answer for your question before emailing me.
- 4) Evaluate whether the question you are asking is better saved for office hours. Typically, email is best suited for simple yes or no questions. Feedback for major assignments, clarification of prompts, and explanations for grading needs to happen in person.
- 5) Double check that your email does not contain misspellings or incorrect grammar.

I try to respond to emails in a reasonable amount of time (24-48 hours, except for over the weekend). However, I tend to only access email when I am in my office at work. In general, I check and respond to emails between 8 am and 3 pm Monday through Friday. I tend not to check email over the weekend. In addition, emailing me may also not be the best venue for all concerns you have. Remember, if you miss class, you should reach out to peers to find out what you missed or to get notes. Additionally, if you miss an assessment or due date, you must complete the appeal process outlined later in this document and send me the appeal memo before I will render a decision on your case.

### **Late Assignments and Missed Assessments**

Due dates for each assignment and directions for submission are listed on the course calendar. Criteria for each assignment is posted on Moodle or included in the syllabus. Late assignments will receive a grade deduction. **One day late = 50% credit, two days late = no credit**. If you submitted the assignment late due to external factors beyond your control and you can substantiate this with evidence, you should complete the Appeal for Assignment Extension listed below. Similarly, if you missed a quiz due to such circumstances, you can submit an Appeal for a Makeup Assessment, also listed below.

#### *Appeal for Makeup Assessment/Assignment Extension*

If you missed an assessment or need an extension on an assignment, you may submit a written appeal for a makeup or extension. In order to be considered, the appeal must be typed, and must be written in formal language. If you are not sure what constitutes formal writing, see: [http://www.word-mart.com/html/formal\\_and\\_informal\\_writing.html](http://www.word-mart.com/html/formal_and_informal_writing.html). Your appeal letter must be edited, and must demonstrate appropriate grammar, spelling and punctuation. This letter can be submitted either in person in hard copy or via email.

Your written appeal must respond to the following questions: 1) What assessment or assignment is your appeal in regard to? Be specific. 2) Why did you miss the assessment, or why do you need an extension on an assignment? 3) At what point did you first become aware that you would likely miss the assessment or need an extension. Again, be specific. Identify a day, date and time. 4) Why do you feel you should be allowed to make up the missed assessment? If you are appealing for an extension on an assignment, how long of an extension are you asking for, and why do you feel like this extension should be granted? Explain in detail and support your argument with evidence. Evidence might be constituted by facts about circumstances beyond your control, that you could not anticipate, etc.

### *Grade Appeal*

If you wish to have a graded assignment re-evaluated by me, you will need to complete the Grade Appeal process, which is detailed below. First, you must allow 24 hours to pass between the time the assignment is handed back (either in class or online) before contacting me or submitting your appeal. Once these 24 hours have passed, you must provide me with a written Grade Appeal. In order to be considered, the appeal must be typed, and must be written in formal language (see link on page 5). Your appeal letter must be edited, and must demonstrate appropriate grammar, spelling and punctuation. This letter can be submitted either in person in hard copy or via email.

Your written appeal must respond to the following questions: 1) What assignment would you like to have re-evaluated? 2) Where do you feel an error was made in grading (i.e. if the assignment received multiple scores, which component of the assignment do you feel was not graded accurately). 3) Provide a summary of your original work. 3) What grade did you receive? 4) Explain why your work deserves a higher score and support your assertion with evidence. Evidence, in this case, is constituted by citing information from appropriate course materials which support your argument. When citing course materials, you should either provide direct quotes or paraphrase. In either case, you must use appropriate in-text citation. (see ASA citation guide at: <https://libguides.sjsu.edu/c.php?g=230332&p=1528264>). Materials not assigned as part of the course will not be considered as evidence. 5) Finally, please explain what grade you believe your work deserves.

Please note, that if the appeal pertains to an assignment that students are not allowed to take home (e.g., exam), you will need to make an appointment and check out your assessment from me. Once you have checked the assessment out, you have 48 hours to return the assessment with a completed grade appeal document. Failure to return the assessment within 48 hours, without extenuating circumstances, will result in a grade deduction, and the original work will not be re-evaluated. Please be advised that reconsideration of an assignment grade may result in the original grade being lowered if additional flaws are found in the assignment during re-evaluation.

### **Respect for Others**

This course emphasizes student participation and discussion. At times student perspectives on topics may vary widely. Everyone in the course is expected to respect all class members. Discussions are not the same as debates and should not be treated as such. Please remember that the purpose of class discussion is to learn from each other and exploring a variety of perspectives helps us do that. If a hurtful or inappropriate comment is made, the instructor will handle it according to class, departmental, and university policy.

### **Office Hours**

While I am always available during office hours, if you would like to meet with me, I would appreciate an email in advance letting me know when you will be stopping by. This is proper etiquette for professional workplaces, and it helps me to be prepared so I can best serve you. Additional office hours may be arranged via email for a mutually available time if it is not possible for you to make my regularly scheduled hours. Please allow 24-hour advanced notice for office hour visits set up via email.

### **Academic Honesty**

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. A few examples of academic dishonesty are copying answers from another student during a quiz or providing false information to me, your instructor. Students who assist other students in academically dishonest acts are also in violation of the policy of academic honesty. Cheating on an assessment, helping someone else cheat on an assessment or plagiarizing material on a written assignment will result in an F for the course. All students must be aware of and carefully adhere to the provisions defining and prohibiting academic misconduct in the UM Student Conduct Code (see [http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php)). The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

### **Disability Services**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that adversely affects your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

### **Discrimination and Harassment**

The U.S. Department of Education's Office for Civil Rights enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. All employees at The University of Montana are considered mandatory reporters, which requires them to report incidents of gender-based discrimination (e.g., sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In accordance with Title IX laws, students must be made aware of the following: If any employee of UM, including instructors and teaching

assistants, learns of any potential gender-based discrimination, they are required to notify the Title IX Coordinator Alicia Arant ([Alicia.arant@mso.umt.edu](mailto:Alicia.arant@mso.umt.edu), 243-5617, University Hall - Room 006), immediately. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination. Confidential Resource: The Student Advocacy Resource Center (SARC) provides free and confidential support and brief counseling services for students who have experienced gender-based discrimination. SARC is located in Curry Health Center, Room 108, and their number is 243-4429. Students are also welcome to call their 24-hour support line (406) 243-6559. Speaking with a confidential resource does not disqualify students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through SARC.

### **Basic Needs**

Any student who faces challenges securing food or housing is urged to contact any or all of the following campuses resources:

#### *Food Pantry Program*

UM offers a food pantry that students can access for emergency food. The pantry is open on Tuesdays from 9 to 2, on Fridays from 10-5. The pantry is located in UC 119 (in the former ASUM Childcare offices). Pantry staff operate several satellite food cupboards on campus (including one at Missoula College). For more information about this program, email [umpantry@mso.umt.edu](mailto:umpantry@mso.umt.edu), visit the pantry's [website \(https://www.umt.edu/uc/food-pantry/default.php\)](https://www.umt.edu/uc/food-pantry/default.php) or contact the pantry on social media (@pantryUm on twitter, @UMPantry on Facebook, um\_pantry on Instagram).

#### *ASUM Renter Center*

The Renter Center has compiled a list of resources for UM students at risk of homelessness or food insecurity [here: http://www.umt.edu/asum/agencies/renter-center/default.php](http://www.umt.edu/asum/agencies/renter-center/default.php) and [here: https://medium.com/griz-renter-blog](https://medium.com/griz-renter-blog). Students can schedule an appointment with Renter Center staff to discuss their situation and receive information, support, and referrals.

#### *TRiO Student Support Services*

TRiO serves UM students who are low-income, first-generation college students, or have documented disabilities. TRiO services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring. Students can check their eligibility for TRiO services online [here: http://www.umt.edu/trio/apply.php#Eligibility](http://www.umt.edu/trio/apply.php#Eligibility). If you are comfortable, please come see members of the teaching team. We will do our best to help connect you with additional resources.

### **Grade Scale**

Students' final grades will be a percentage (0 to 100%) of the total 200 points possible on the course assignments. I will use the following grading scale to convert the percentage of points earned to a final letter grade:

Letter Grade	Percent
A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	63-67
D-	60-62
F	59 or below

### Course Schedule

I reserve the right to alter this schedule if necessary to meet learning objectives, in the event of class cancellations or for other reasons. All changes will be announced in advance.

Reading and videos assigned should be completed for class on the date specified.

#### Week #1:

Mon, Aug 26: Introduction

Wed, Aug 28: What is Sociology?

Read: This syllabus

Read: The Body Ritual of the Nacirema (posted on Moodle)

**Due: Syllabus quiz.** (Posted on Moodle. Submit by 10:30 AM)

Fri, Aug 30: The Sociological Imagination: A Key Concept!

Read: C. Wright Mills "The Promise" (posted on Moodle)

#### Week #2:

Mon, Sep 2: No class, Labor Day

Wed, Sep 4 The Sociological Imagination

Read: Ch 2 in McIntyre's *The Practical Skeptic: Core Concepts in Sociology*

**Due: Ch 2 Reading Quiz, due via Moodle by 10:30 AM**

Fri, Sep 6: The Sociological Imagination continued...

Read: "The Hookup Elites" by Lisa Wade. Available online at:

[http://www.slate.com/articles/double\\_x/doublex/2013/07/hookup\\_culture\\_for\\_the\\_white\\_wealthy\\_and\\_beautiful.html](http://www.slate.com/articles/double_x/doublex/2013/07/hookup_culture_for_the_white_wealthy_and_beautiful.html)



**Week #3:**

Mon, Sep 9: Perspectives in Sociology

Read: Ch 3

**Due: Ch 3 Reading Quiz, due via Moodle by 10:30 AM**

Wed, Sep 1: Perspectives in Sociology

Watch in class: *Race, The Power of an Illusion Episode 1: The Difference Between Us*.

Also available online at: <https://www.youtube.com/watch?v=OXEV0tqox9k>

Fri, Sep 13: Perspectives in Sociology

Read: TBD

**Week #4:**

Mon, Sep 16: Skepticism, Inconvenient Facts, and Ethnocentrism

Read: Ch 4

**Due: Ch 4 Reading Quiz, due via Moodle by 10:30 AM**

Wed, Sep 18: Skepticism, Inconvenient Facts and Ethnocentrism

Read: TBD

Fri, Sep 20: Science

Read: Ch 5

**Due: Ch 5 Reading Quiz due via Moodle by 10:30 AM**

**Due: Optional: Video Analysis Paper on Race: The Power of An Illusion, submit via Moodle by Sunday, Sep 22 at 10 pm. Must be in Microsoft World (.doc) format.**

**Week #5:**

Mon, Sep 23: Research Methods

Read: Ch 6

**Due: Ch 6 Reading Quiz due via Moodle by 10:30 AM**

Wed, Sep 25: Research Methods

Read: TBD

Fri, Sep 27: **Exam 1**

**Due: Participation Log #1, due via Moodle by Sunday at 10 pm. Must be in Microsoft Word (.doc) format.**

**Week #6:**

Mon, Sep 30: Culture

Read: Ch 7

**Due: Ch 7 Reading Quiz due via Moodle by 10:30 AM**

Wed, Oct 2: Culture

Read: TBD

Watch in class: *The Mask You Live In*. Also available through the library.

Fri, Oct 4: Culture

Read: TBD

**Week #7:**

Mon, Oct 7: Social Structure

Read: Ch 8

**Due: Ch 8 Reading Quiz due via Moodle by 10:30 AM**

Wed, Oct 9: Social Structure

Read: TBD

Fri, Oct 11: Social Structure

Read: TBD

**Due: Optional: Video Analysis Paper, *The Mask You Live In*, submit via Moodle by 10:00pm on Sunday, Oct 13. Must be in Microsoft Word format (.doc).**

**Week #8:**

Mon, Oct 14: Social Institutions

Read: Ch 9

**Due: Ch 9 Reading Quiz due via Moodle by 10:30 AM**

Wed, Oct 16: Social Institutions

Read: TBD

Watch in class: Geoffrey Canada, Our Failing Schools: Enough is Enough. Also available online at: <https://www.youtube.com/watch?v=vY2l2xfDBcE>

Fri, Oct 18: Social Institutions

Read: TBD

**Week #9:**

Mon, Oct 21: Socialization

Read: Ch 10

**Due: Ch 10 Reading Quiz due via Moodle by 10:30 AM**

Wed, Oct 23: Socialization Continued...

Read: TBD

Watch in class: *Secrets of the Wild Child*. Also available through the library.

**Due: Optional: Video Analysis Paper for Our Failing Schools: Enough is Enough. Submit via Moodle by 10 pm. Must be in Microsoft Word format (.doc).**

Fri, Oct 25: Socialization

Read: TBD

**Week #10:**

Mon, Oct 28: Deviance and Social Control

Read: Ch 11

**Due: Ch 11 Reading Quiz due via Moodle by 10:30 AM**

Watch in class: Steven Leavitt on Chicago street gangs. Also available online at:

[https://www.ted.com/talks/steven\\_levitt\\_analyzes\\_crack\\_economics](https://www.ted.com/talks/steven_levitt_analyzes_crack_economics)

Wed, Oct 30: Deviance and Social Control

Read: None

Watch in class: *Slavery by Another Name*. Also available online:

<https://www.youtube.com/watch?v=UcCxsLDma2o>

**Due: Optional: Video Analysis Paper for Secrets of the Wild Child. Submit via Moodle by 10 pm. Must be in Microsoft Word (.doc) format.**

Fri, Nov 1: Deviance and Social Control

Read: TBD

**Due: Participation Log #2, due via Moodle by Sunday at 10pm. Must be in Microsoft Word (.doc) format.**

### **Week #11:**

Mon, Nov 4: **Exam 2**

Wed, Nov 6: Stratification and Inequality

Read: Ch 12

**Due: Ch 12 Reading Quiz due via Moodle by 10:30 AM**

Fri, Nov 8: Stratification and Inequality

Read: TBD

**Due: Optional: Video Analysis Paper for “Steven Leavitt on Chicago street gangs.”  
Submit via Moodle by 10 pm. Must be in Microsoft Word (.doc) format.**

### **Week #12:**

Mon, Nov 11, no class, Veterans Day

Wed, Nov 13: Inequality and Achievement: Social Class

Read: Ch 13

**Due: Ch 13 Reading Quiz due via Moodle by 10:30 AM**

Fri, Nov 15: Inequality and Achievement: Social Class

Read: TBD

**Due: Optional: Video Analysis Paper for Slavery by Another Name. Submit via Moodle by 10 pm on Sunday, Nov 17. Must be in Microsoft Word (.doc) format.**

### **Week #13:**

Mon, Nov 18: Inequality and Achievement: Social Class

Read: TBD

Watch in class: *People Like Us*. Also available through the library and in segmented form here: <https://www.youtube.com/playlist?list=PLC6D871A2A8C3C8EF>

Wed, Nov 20: Inequality and Achievement

Read: TBD

Fri, Nov 22: Inequality and Ascription: Race, Ethnicity, and Gender

Read: Ch 14

**Due: Ch 14 Reading Quiz due via Moodle by 10:30AM**

**Due: Optional: Video Analysis Paper, People Like Us). Submit via Moodle by 10 pm.  
Must be in Microsoft Word (.doc) format.**

**Week #14:**

Mon, Nov 25: **TBD**

Wed, Nov 27, no class, student travel day

Fri, Nov 29 – no class, Thanksgiving Break

**Week #15:**

Mon, Dec 2: TBD

Wed, Dec 4: TBD

Fri, Dec 6: Course Evaluations and Wrap Up

**Due: Participation Log #3, submit via Moodle by Sunday at 10pm.**

**Final Exam:**

8-10:00 AM on Friday, Dec 13