

SOC 101: Introduction to Sociology, Section 1

Instructor: Jake Hammond Ph.D.

When: Mon, Wed, Fri from 9:00-9:50

Where: McGill 210

Office: Social Sciences 305

Office Hours: Wed and Fri from 10:00am-12:00pm or by appointment (email to schedule)

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

TA: Michelle Williams

Office: Social Sciences 332

Office Hours: Monday and Wednesday 10:00-11:00 am

Email: michelle3.williams@umconnect.umt.edu

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.

Please note that this text is required, and it is critical to your success. Class instruction assumes completion of reading assignments. During class time, we will be applying what you are learning in the readings to current events, relevant social topics, etc. In other words, if you don't read, you will likely feel somewhat lost at times. In addition, much of the exam content will be based on your text, and while we will review some of this content in class, we will not review it all. In other words, we do not need to discuss a concept in class in order for it to show up on exam. That said, we will have exam review days where you will be able to ask questions about topics listed on the study guide. This is a good time to discuss topics that have not come up during class time, and that were not clear to you from the reading.

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, or call: 406. 243.4999.

Electronic Devices Policy

Your cell phone must silenced and stowed out of sight during class time. Laptops or other electronic devices may not be used during class. The only exception to this policy is if I give express permission for the class to use electronic devices for an activity.

Grading

Your final grade will be calculated based on the following components:

Exams (3)	60%
Video analysis papers (2)	10%
Quizzes (3)	15%
Assignments	15%
Extra Credit	TBD

3 Exams (60% total)

You will complete three exams during the course worth a combined 60% of your final grade (Exam 1 = 15%, Exam 2 = 20%, Exam 3 = 25%). One week in advance of the exam, I will post a study guide on Moodle which will include topics to be covered, exam structure and preparation tips. Exams will be based on material from assigned readings and in-class content, such as lectures, videos and class discussions.

2 Video Analysis Papers (10% total)

We will watch a number of videos and video clips throughout the course of the semester to help us apply material from the course. You will be choosing two of the videos to write papers on. Paper #1 must be submitted by Week 7, and Paper #2 by Week 14. Guidelines for completing the Video Analysis Paper assignment will be posted on Moodle. Unless otherwise specified, the videos and video clips we watch will be linked on Moodle for you to review in preparation for completing this assignment. Video analysis papers will be submitted via a drop box posted on Moodle, and your grade and comments will be posted on Moodle as well.

Video Analysis Paper 1 (pick 1 of...)

Race: The Power of an Illusion

Steven Leavitt on Chicago Street Gangs

The Mask You Live In

Geoffrey Canada TED Talk

Geoffrey Canada 60 Minutes Harlem Children's Zone

Video Analysis Paper 2 (pick 1 of....)

Secrets of the Wild Child – Genie and Victor

Slavery by another Name

First Generation

People Like Us: Social Class in the US

Note: Eligible videos may be changed at my discretion.

Quizzes (15%)

We will have three quizzes over the course of the semester. Taken together, these quizzes will constitute 15% of your overall grade. Dates of these quizzes are indicated on the course calendar. Details regarding these quizzes will be announced in class.

Assignments (15%)

Course assignments are NOT listed on the course calendar and will NOT be announced in advance. In other words, you will need to be present in class in order to complete these assignments.

The most common sort of assignments are short, informal writing activities, called Quickwrites. These writing activities are meant 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). These assignments are graded on a 1-3 scale (3= good, 2 = acceptable, 1= deficient, 0 = not done). Only assignments receiving a 1 will receive written feedback. This feedback will be posted on Moodle. The hard copy of these assignments will not be returned. If you would like to review your assignment you can schedule an appointment with me, Dr. Hammond, during office hours to do so.

Other types of assignments will be announced in class throughout the semester. Grading procedures will be explained for those assignments as they arise.

Missed assignments will receive a score of 0 cannot be made up. The only exception to this rule is if you miss due to a university excused absence or you were ill and have a doctor's note certifying this fact. If other extraordinary circumstances arise which you believe warrant a makeup, you can complete an appeal for an assignment extension. Details on how to write and submit an appeal can be found on p. 4-5 of this syllabus.

Extra Credit

Extra credit opportunities will be offered throughout the course. For the most part, these opportunities are not listed on the course calendar, but rather will be announced in class.

Academic Honesty

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. Cheating on a quiz or exam, helping someone else cheat on a quiz or exam 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).

Attendance

Attendance, while not assessed directly, is crucial to doing well in this course. If you are absent, you may miss assignments which cannot be made up. If you are absent you will also miss material that will be assessed on exams.

Please be advised that it is simply not practical for me to update you on what you missed if you were unable to attend a class (I teach four classes and have over 200 students total). In the event that you have to miss class, 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.

If your email does not meet the above criteria, I will note this and decline to answer. If your email meets the above criteria, I will answer. I try to respond to emails in a reasonable amount of time (24-48 hours, except for over the weekend). However, I 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. If you email me outside of these hours, I will not see your email until I arrive back at my office. Also, 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 and Missed Assignments and 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 missed an assignment, submitted an assignment late or missed an assessment, and this was due to external factors beyond your control, you can submit an appeal to me. Details are listed below...

Appeal for Makeup Assessment/Assignment Extension

If you missed an assessment (quiz or exam) 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. 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 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, a doctor's note, a university-excused absence form, etc.

Type your appeal, review it to make sure it meets the guidelines above, and then submit it via email to me at jacobs.hammond@mso.umt.edu.

Appeal for a Grade Review

If you wish to have a graded assignment re-evaluated by me, you will need to complete the Appeal for a Grade Review process, which is detailed below. First, you must allow 24 hours to pass after you receive the grade before contacting me or submitting your appeal. Once these 24 hours have passed, you must provide me with a written appeal for a Grade Review. In order to be considered, the appeal must be typed, and must be written in formal language (see link in makeup/extension section above). 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 of assessment. 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 ask that you email me 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.

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, 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, 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
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A	93-100
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A-	90-92
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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 Calendar

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: January 13-17

Mon: Introduction

Wed: What is Sociology?

Read: This syllabus

Fri: The Sociological Imagination: A Key Concept!

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

Due: Moodle Profile Picture and Personal Statement (Extra Credit, Optional).

Details posted on Moodle. ***

Week #2: January 20-24

Mon: No class, Martin Luther King Day

Wed: The Sociological Imagination

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

In-class: Guest Lecture w/ extra credit opportunity (details on Moodle).***

Fri: The Sociological Imagination continued...

Read: "The Sociological Imagination and Personal Crises" by Karen Sternheimer. Link:

<http://www.everydaysociologyblog.com/2013/03/the-sociological-imagination-and-personal-crises.html>

Due: Guest Lecture extra credit reflection paper, due via Moodle by 10pm***

Week #3: January 27-31

Mon, Sep 9: Sociological Imagination

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

Wed, Sep 1: Perspectives in Sociology

Read: Ch 3 in McIntyre

Fri, Sep 13: Perspectives in Sociology

Read: None

In-class: Ch 2-3 Quiz***

Week #4: February 3-7

Mon: Skepticism, Inconvenient Facts, and Ethnocentrism

Read: Ch 4 in McIntyre

Wed: Skepticism, Inconvenient Facts and Ethnocentrism

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

Fri: Science

Read: Ch 5 in McIntyre

Week #5: February 10-14

Mon: Research Methods

Read: Ch 6 in McIntyre

Wed: Exam 1 Review

Read: None (work on Exam 1 Study Guide)

Fri: **Exam 1 *****

Week #6: February 17-21

Mon: No class, President's Day

Wed: Culture

Read: Ch 7 in McIntyre

Fri: Culture

Read: To Be Determined (TBD) (Note: On days marked TBD, you may or may not have an assigned reading. If you do, you will receive an email at least two days in advance with the reading. If you do not receive such an email, there is no assigned reading.)

Week #7: February 24-28

Mon: Culture

Read: TBD

Wed: Social Structure

Read: Ch 8 in McIntyre

Fri: Social Structure

Read: None

In-class: Ch 7-8 Quiz***

Week #8: March 2-6

Mon: Social Institutions

Read: Ch 9 in McIntyre

Wed: Social Institutions

Read: TBD
 Fri: Social Institutions
 Read: None
Due: Video Analysis Paper #1***

Week #9: March 9-13

Mon: Socialization
 Read: Ch 10 in McIntyre
 Wed: Socialization Continued...
 Read: TBD
 Fri: Socialization
 Read: TBD

March 16-20 Spring Break

Week #10: March 23-27

Mon: Deviance and Social Control
 Read: Ch 11 in McIntyre
 Wed: Deviance and Social Control
 Read: None
 Fri: Exam 2 Review
 Read: None (work on Exam 2 Study Guide)

Week #11: March 30-April 3

Mon: **Exam 2 *****
 Wed: Stratification and Inequality
 Read: Ch 12 in McIntyre
 Fri: Stratification and Inequality
 Read: TBD

Week #12: April 6-10

Mon: Inequality and Achievement: Social Class
 Read: Ch 13 in McIntyre
 Wed: Inequality and Achievement: Social Class
 Read: TBD
 Fri: Inequality and Achievement: Social Class
 Read: None
In-class: Ch 12-13 Quiz***

Week #13: April 13-17

Mon: Inequality and Achievement: Social Class
 Read: TBD
 Wed: Inequality and Achievement: Social Class

Read: TBD

Fri: Inequality and Ascription: Race, Ethnicity, and Gender
Read: Ch 14 in McIntyre

Week #14: April 20-24

Mon: Inequality and Ascription: Race, Ethnicity, and Gender
Read: TBD

Wed: Inequality and Ascription: Race, Ethnicity, and Gender
Read: TBD

Fri: Inequality and Ascription: Race, Ethnicity, and Gender
Read: None

Due: Video Analysis Paper #2***

Week #15: April 27-May 1

Mon: TBD

Wed: TBD

Fri: Final Exam Review, Course Evaluations and Wrap Up

Final Exam

May 7, 10:10-12:10, McGill 210