

I. SOC 133: INTRODUCTION TO SOCIOLOGY (Section 6)

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Class Time:
TR 9:30-10:45
Office Hours: TBA

II. COURSE DESCRIPTION AND PREREQUISITES: This course will introduce students to sociology and the sociological perspective by focusing upon contemporary societies. Through a study of key concepts such as culture, society, group behavior, population, family, stratification, community, social institutions and change, students will be given the tools by which to understand better their society and others around the world.

Prerequisites(s): None

III. COURSE OBJECTIVES: The late C. Wright Mills, a well-known sociologist, argued that the promise of sociology is to enable "us to grasp history and biography and the relation between the two within society." This suggests that the educational purpose of sociology, at least at this level, is to help students transcend their own peculiar identities and places in history by facilitating their understanding of the social forces that structure and mold their life circumstances and experiences. To develop a keen understanding of the social forces that structure one's life history or biography as well as those around us is to "think sociologically."

It is to understand oneself as both a social product and a social actor. It is to avoid the fallacy of seeing oneself as being governed solely by individual whims, motives, and initiatives; while avoiding, the fallacy of seeing oneself as nothing more than a puppet or robot. To "think sociologically" is, in short, to come to grips with the question of what it means to be a human being and a social actor in a particular societal context. Ultimately, it is to understand the individual's relationships to the organizations and institutions of society. If, by the end of the semester, you have become reasonably adept at "thinking sociologically," then I will have been successful in my instruction and the course will have served a most useful educational purpose

The primary objectives of the course are twofold:

- A) to introduce you to sociology as a way of thinking about and making sense of the society and world in which you live; and
- B) to help you to begin thinking sociologically about your own biography as well as about events and issues in your local community and the broader world.

IV. TEXT(S) AND REFERENCES: The following texts ARE REQUIRED. If you do not already have them obtain them immediately. The Conley text is available at the MSU bookstore or online and the Collins book can be found in many local bookstores.

Conley, Dalton, *You May Ask Yourself: An Introduction To Thinking Like a Sociologist* (New York, NY: W.W. Norton & Company, 2013, 3rd Edition), ISBN 978-0393912999

Collins, Suzanne, *The Hunger Games: Catching Fire* (New York, Scholastic Press. 2011), ISBN 978-0545586177

Additional required readings – available to read and/or download on Blackboard

V. INSTRUCTIONAL ACTIVITIES: The course objectives will be achieved through an integrated program of reading, lectures, class discussions, group work, quizzes and examinations. You therefore are expected to do the assigned readings, attend class, participate in class discussions and complete the exams.

ASSIGNMENTS AND GRADING PROCEDURES: The lectures, readings, and class and group discussions are organized to complement and supplement each other. You therefore should remain current with the reading schedule, completing the reading assignments prior to the class meeting for which they are assigned, in order to gain maximum benefit from the lectures.

Class Lectures, Attendance, and Participation: The lectures are the most important source of information for the course. Indeed, many of the exam questions will come from the lectures. It therefore is imperative that you attend class, listen carefully, take detailed notes, and make an effort to participate. Since the vitality of this course – just as any course – depends in part on student questions and comments, you are welcome to raise clarifying questions as the need arises, as well as questions about the “sociological take” on world events and happenings.

Examinations: There will be **four exams and twelve quizzes (homework)** during the term. The exams will contain a mixture of multiple choice and true-false questions, and a few short-answer questions. Each exam will be worth 100 points. Since you are responsible for all lecture materials and the reading assignments, the exams will cover this material in detail. Note that the second and third exams are not comprehensive, but will cover the material discussed and read beyond the previous exam. The fourth and final exam is partially comprehensive. The dates of each exam are indicated on the course outline/schedule.

There will be 12 quizzes of which the lowest 2 grades will be dropped. The quizzes will be worth 10 points each and will be completed on **Blackboard**. You will have 15 minutes to complete the quiz (10 questions) online once you start the quiz. They will contain a mixture of multiple choice and true/false questions. The purpose of the quizzes is to make sure you stay on top of the reading material. And clearly, those who attend class regularly will do better on both the quizzes and the exams. Quizzes are due almost every week (due Mondays by midnight before class on Tuesday—see course outline for schedule).

VI. EVALUATION AND GRADING PROCEDURES: Your final grade will be based on the quality of your performance with respect to the above responsibilities and assignments. The allocation of points for each set of responsibilities is as follows:

Exam 1	100	A	90%-100%	450-500 points
Exam 2	100	B	80%-89%	400-449 points
Exam 3	100	C	70%-79%	350-399 points
Exam 4	100	D	60%-69%	300-349 points
<u>Quizzes</u>	<u>100</u>	E	< 60%	299 points
Total	500			

VII. CONTENT OUTLINE: While the instructor intends to follow this outline there may be deviations from this schedule which will be announced in class and posted on blackboard. The additional “readings” will be accessible through blackboard.

<u>WEEK</u>	<u>DATE</u>	<u>TOPICS</u>	<u>QUIZ due Tues. 11am</u>	<u>READINGS</u>
1	8/20	Course Introduction		
	8/22	Sociological Imagination		<i>Text:</i> Ch. 1
2	8/27	Sociological Theories	Quiz 1	<i>Text:</i> Ch. 1

	8/29	Sociological Methods		<i>Text:</i> Ch. 2 <i>Readings:</i> Massey & Hope “A Personal Dance”
3	9/3	Culture and Media	Quiz 2	<i>Text:</i> Ch. 3
	9/5	Culture and Media		<i>Text:</i> Ch. 3 <i>Readings:</i> Gladwell “Drinking Games”
4	9/10	Groups and Networks	Quiz 3	<i>Text:</i> Ch. 5
	9/12	Groups and Networks		<i>Collins Chs 1-6</i>
5	9/17	<u>Exam 1 (Multiple Choice, True/False, and Short Answer)</u>		
	9/19	The Self & Socialization		<i>Text:</i> Ch. 4 <i>Readings:</i> Furstenberg et al. “Growing Up”
6	9/24	Identity & Meaning	Quiz 4	<i>Text:</i> Ch. 4 & <i>Readings:</i> Albas & Albas “Aces and Bombers”
	9/26	FALL BREAK!		
7	10/1	Family	Quiz 5	<i>Text:</i> Ch. 12
	10/3	Religion		<i>Text:</i> Ch. 16
8	10/8	Gender	Quiz 6	<i>Text:</i> Ch. 8 <i>Readings:</i> Talbot “Red Sex, Blue Sex”
	10/10	Race/Ethnicity		<i>Text:</i> Ch. 9 <i>Collins Chs 7-14</i>
9	10/15	<u>Exam 2 (Multiple Choice, True/False, and Short Answer)</u>		
	10/17	Video: Sicko		<i>Text:</i> Ch. 11
10	10/22	Health and Society	Quiz 7	<i>Text:</i> Ch. 11
	10/24	Class and Stratification		<i>Text:</i> Ch. 7
11	10/29	Class and Stratification	Quiz 8	<i>Readings:</i> Berkman “Health Divide”
	10/31	Education		<i>Text:</i> Ch. 13 Downey and Gibbs “Schools Matter”
12	11/5	Poverty, Welfare, and Work		<i>Text:</i> Ch. 10
		(quiz due at 11 am)	Quiz 9	
	11/7	Poverty, Welfare, and Work		<i>Text:</i> Ch. 10 <i>Readings:</i> Rank “Poverty and Welfare” <i>Collins Chs. 15-20</i>
13	11/12	<u>Exam 3 (Multiple Choice, Short Answer and Essay)</u>		

	11/14	Environment		Text: Ch. 17
14	11/19	Power and the State	<i>Quiz 10</i>	Text: Ch. 15

***Course Feedback Extra Credit due Friday, 11/23, 5 pm, on Bb**

	11/21	Capitalism and Taxes		<i>Text:</i> Ch. 14 <i>Readings:</i> Kenworthy “Tax Myths”
15	11/26	Deviance and Control	<i>Quiz 11</i>	<i>Text:</i> Ch. 6
	11/28	THANKSGIVING		
16	12/3	Social Movements	<i>Quiz 12</i>	<i>Text:</i> Ch. 18
	12/5	Course Wrap up and Hunger Games		<i>Collins Chs. 21-27</i>

Wednesday, December 11, 8 am **FINAL EXAM (Partially Cumulative, Multiple Choice, Short Answer and Essay)**

VIII. ATTENDANCE POLICY: *Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletins.*

Excessive absenteeism (**MORE THAN 4 UNEXCUSED** absences will result in the student’s final letter grade being lowered one letter. If a student **MISSES MORE THAN ONE QUARTER** of the class periods during the semester, for unexcused reasons, they will receive an E for their final grade. Excused absences include personal illness (**MUST BRING A DOCTOR’S NOTE—OR I HAVE A FORM ON BLACKBOARD FOR THE STUDENT HEALTH CLINIC TO SIGN**) or death of immediate family (**MUST BRING A PROGRAM FROM THE SERVICE**) or other extraordinary personal circumstance (see MSU Undergraduate Bulletin for policies on other circumstances). **DO NOT EMAIL ME TO TELL ME YOU WILL BE ABSENT (UNLESS IT WILL BE THE DAY OF AN EXAM); SIMPLY BRING IN THE DOCUMENTATION.**

It is the responsibility of the student to complete or make-up all work missed during an absence including all exams, quizzes, or other assignments. The student must make every attempt to make arrangements with the instructor for making up work **BEFORE THE ABSENCE** occurs and not after—if the student has no alternative but to make arrangements after the absence those arrangements must occur within a week after the absence. All make up work, including **EXAMS**, will be conducted during a time and on a schedule that the instructor establishes with the student.

Repeatedly arriving late for the course will not be accepted (unless there is a reasonable explanation). After being warned by the instructor each subsequent time s/he is late to class will amount to 10 points being deducted from that student’s final grade.

CLASSROOM CONDUCT: MSU is an institution of HIGHER learning and the classroom should be maintained as a vital and vibrant learning space within our institution. The instructor will not tolerate: use of the internet on any type of electronic device; reading other course materials; sleeping; talking; whispering; wearing headphones; or engaging in any other disruptive behavior. If a student persists in any of these behaviors after being warned they will be asked to leave the classroom and will receive an unexcused absence for that class period. **CELL PHONES MUST BE TURNED OFF WHEN CLASS BEGINS—I HAVE A ZERO TOLERANCE POLICY.**

IX. ACADEMIC HONESTY POLICY: Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

- **Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.
- **Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.
- **Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.
- **Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

If I receive evidence, either directly or indirectly, of academic dishonesty, I will investigate the instance and take one of the following disciplinary actions. Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. **A student may appeal the decision of the faculty member with the department chair in writing within five working days.** Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

X. NON-DISCRIMINATION STATEMENT: Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

XI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: Not Applicable