SOC-101: INTRODUCTION TO SOCIOLOGY
FALL 2017

Instructor: Jason Orne, PhD
Email: Jason.Orne@drexel.edu
Office: 3600 Market Street, Room 730
Office Hours: T/Th 3:30–4:45 at the Starbucks in LeBow Hall (or by appointment.)
Click here to book an appointment: Bookings Link

OVERVIEW:

Sociology studies social life in a scientific way. Rather than a discipline with a distinct theory of how the world works, economics for example, sociology is a way of thinking about the world. Sociology attempts to go beyond common sense, questioning our basic assumptions of how the world works using empirical evidence to develop theories about society.

Sociology is about power. Sociology is about inequality. Sociology is about how forces greater than ourselves shape our lives, and how we make those forces through our everyday actions. In this course, you will learn about how society influences our lives, despite choices we make as individuals.

Learning to think sociologically requires exposure to sociological research and extensive practice. In this course, we will explore several areas of sociology, learning about how classical and contemporary sociologists think about these domains. We will learn how to apply empirical research to everyday problems, both large and small. We will also learn that thinking sociologically requires a hands-on orientation, actively challenging and producing new ideas through investigation of everyday life.

Of course, covering the entire discipline is impossible in a single quarter. As an introductory class, we will cover several classic areas of sociology as well as emerging areas. By the end of the course, I hope you are able to critically evaluate research about society, think using a sociological lens, and be excited about the discipline and its applications that you will want to explore it further.
Course Objectives:

1. You will develop an understanding of questions and topics sociologists study.

2. You will learn how sociologists collect and apply empirical data to social problems.

3. You will identify how social structures and groups influence individual life chances.

4. You will be able to identify inequalities in policies, norms, cultures, and institutions.

Course Sections:

This course will often use in-class groups to facilitate discussion and activities during lecture time. On the third class (after add-drop), you will be assigned an in-class section. Please sit with your section during all class periods. Each section will be approximately 5 students.

Office Hours and Getting Help:

Many students are intimidated by the idea of going into office hours – I know I was as an undergrad. Don’t be afraid to stop by my office hours or make an appointment to meet. You do not have to be having difficulty or have profound questions to come to office hours. I can answer questions stemming from lecture, readings, or current events that relate to the course. Also, send me links to articles and other media related to the course! Don’t be surprised if it ends up in a lecture.

Talk to me if you need assistance. Head off problems before they turn into emergencies. If you cannot meet with me during office hours, we can make an appointment to meet at another time.

Other than stopping by office hours, email is the best way to contact me. You can expect a response after one (1) business day. Please note that if you need a response that is more than a few sentences, I’ll recommend that we meet in person to discuss the issue.

To make an appointment, it is easiest to do so during my office hours. To help prevent multiple people from stacking up during office hours, please book using the following link (easiest on the electronic syllabus): Bookings Link
One Caveat: When you have questions about due dates, how to use the course website, or need to obtain notes when you have missed class, please check in with a peer first. I have many students, and while I can email and meet with you when needed, you often can get the answer more quickly by checking in with a peer first. Please exchange contact information with three students sitting near you on the first day.

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**Technology Policy:**

I'm fine with responsible laptop use when it involves note taking for announcements and lecture notes. However, my opinion is that laptops impede active listening when used during discussion and activities. I am an avid user of technology; I know when you are using the internet or your laptop inappropriately. **Sitting in class updating your Facebook status or texting on your cell is not insightful participation.** To reiterate, laptop, cellphone, or tablet use is inappropriate during discussion and activities. **If you are grossly not paying attention, you will be counted absent for the class.**

All that said, I encourage you to learn a system of hand notetaking. I will be discussing one such system in class. Research shows hand notetaking encourages deeper listening and retention. That said, it is up to you.

**Late Assignments:**

As this class uses formative quizzes, there are no late quizzes. All quizzes and exams must be completed BEFORE the due date if extraordinary circumstances require. The paper is due on the assigned date unless pre-arranged permission has been given. A late assignment is worth 0 points.
**Evaluation:**

This course is graded on a point system. Simply add up all the points that you’ve earned and divide by the total number of available points so far to learn your grade.

**Total Points: 500**

**InQuizative Quizzes:** 130 total; 10 points each (26%/ 2% each)

**First Exam:** 100 points (20%)

**Final Exam:** 150 points (30%)

**Syllabus Quiz:** 5 points (1%)

**Research Plan:** 15 Points (3%)

**One 5 to 7 Page Paper:** 100 Points (20%)

The following scale will be used to determine letter grades. Edge cases (those just below the cut off) will be bumped up to the next highest grade if their point total is nearer to the person above them than the person below them. 1 point will not separate you from getting an A. I reserve the right to adjust these cut offs LOWER if I desire.

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<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>97+</td>
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<tr>
<td>A</td>
<td>93-96</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<td>B+</td>
<td>87-89</td>
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<td>B</td>
<td>83-86-</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
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**InQuizative:**

This class uses “formative assessment” quizzes to review the reading. Instructions will be given in class and on the Blackboard for how to access the quizzes online.

Formative assessment means that the quizzes help you study by checking your learning **before** class, so you come prepared for discussion and activities. You can answer as many questions as you need to get a perfect score.

Each quiz must be completed before class and closes **30 minutes** before class.
Exams:

The first exam covers the material of the first seven (7) classes, the Introductory class on 9/26 through the Culture class on 10/17.

The final exam is NOT cumulative. It covers the remaining course material, the Class day on 10/24 through the end of the course on 12/7.

Material from the textbook, any additional assigned readings, lecture, discussion, movies, and activities is all going to be on the exam.

One 5 to 7 page paper:

There will be one 5 to 7 page paper due to the BBLearn drop box before class on 11/16. This paper will require outside research using peer reviewed sources, including proper citation of sources using ASA style: in-text citations and a reference list. The paper requires 5 outside sources. You will be given more details in class.

To prepare for this assignment, you will prepare a research plan: a one page document listing your topic choice, 3 peer reviewed articles on your topic you will be starting your research with, and self-imposed deadlines for preparing the paper, including reading each article, outlining your paper, producing a first draft, and revising your paper.

You will also peer review your paper in-class. You will be required to bring your paper to class on 11/14 to peer review. If you do not bring your paper to class, you will be counted absent that day.
**The Three P’s**

You are required to attend all classes, and absences will affect your final grade. Your attendance is necessary in order to have an enriching meaningful discussion. As a result, attendance includes the following: presence in class, proper preparation, and meaningful participation.

**Presence:**

Your presence in class is crucial to everyone’s learning. If you do not attend class regularly, you will likely fail this course. You are not present in class if you are more than 15 min late or leave before I dismiss the class.

There are only 21 days of class. You are given 2 instances in which you are not required to be present. I don’t need you to email me to invoke this policy. You can use these for any reason. This is meant to cover all instances in which you miss class, **including illness or family emergency**. Oversleeping, prescheduled trips, family vacations and weddings, employment obligations, extra-curricular commitments, extended holiday or travel weekends, non-refundable airline tickets, and early departures for breaks are included. All instances of missing class are covered. I do not need to know why.

**Your first absence beyond these 2 instances will result in one step down on the grade scale, such as an A+ to an A. Each additional absence will result in an additional step down.**

It is not recommended to use your excused instances needlessly. Lecture, discussion, and activity questions will be on the exams.

Of course, religious observances or excused athletic activities will be honored, per university policy. Individuals requesting relief should notify me within the **first two weeks of class**. These missed classes are the only instances excused outside of the one instance.

**Preparation:**

Attending class means that you are prepared to contribute to the discussion and answer questions. If you have not done the required readings, you are not prepared for class. **You will be responsible for the readings assigned for the class before coming to class.** If you cannot comment on the readings, you have not prepared adequately.
**Participation:**

Insightful participation is an essential part of the course. I will evaluate participation on the basis of the quality, not quantity, of student comments. While class discussion is necessary, I understand that some feel uncomfortable talking in class settings. We will be doing a variety of activities to allow participation at multiple levels.

During the class discussions, I will moderate. During these, I try to focus the discussion by having people stay on the topic of the last person. If your comment has passed, you can temporarily cede your place in line. I’ll return to you during the next lull in conversation. This creates a livelier and real conversation between people.

One further comment: Sometimes a student has a point to make that’s so urgent, so necessary, so compelling, that they can’t bear to wait in line. If and when this happens, raise both your hands at once, and I’ll (probably) call on you. Don’t overuse this privilege. Limit it to (at most) once per student per class meeting. (I say I’ll “probably” call on you because sometimes, in the interest solely of moving the discussion along, or else of bringing into the discussion someone who hasn’t spoken yet, I’ll ignore upraised hands—it’s nothing personal!)

Finally, this is a class that includes discussion of sensitive and controversial social topics. Be respectful of other students and be prepared to discuss subjects that you might not otherwise talk about with other people. Getting comfortable talking about divisive social issues is one of the points of this class. You might disagree with me, or with other students, but we can do so respectfully, and using course material to make our arguments.

**Materials Needed:**

The following materials are needed for the course:

**You May Ask Yourself:**

**An Introduction To Thinking Like A Sociologist,** Fifth Edition by Dalton Conley

I highly suggest the E-Book ($35) because InQuizative access ($20) is included, which must be purchased separately if you are buying the paper version used. New copies of the paper textbook also include InQuizative access.

A copy of the textbook can also be found in the Sociology Lending Library in the Sociology department.

All other readings can be found as PDFs at the course website or online.
**Course Changes:**

As your instructor, I reserve the right to make any changes to the course, including but not limited to readings, policies, assignments, and due dates, as I deem necessary. All course changes will be announced in class and emailed to the course.

**Schedule of Events:**

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<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1</td>
<td>T</td>
<td>9/26/17</td>
<td>Intro</td>
<td></td>
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<tr>
<td>1</td>
<td>R</td>
<td>9/28/17</td>
<td>What is Sociology?</td>
<td>1</td>
<td>InQuizative</td>
</tr>
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<td>2</td>
<td>T</td>
<td>10/3/17</td>
<td>Quantitative Methods</td>
<td>2</td>
<td>InQuizative</td>
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<td>2</td>
<td>R</td>
<td>10/5/17</td>
<td>Qualitative Methods</td>
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<td>Research Plan</td>
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<td>3</td>
<td>T</td>
<td>10/10/17</td>
<td>Social Interaction</td>
<td>4</td>
<td>InQuizative</td>
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<tr>
<td>3</td>
<td>R</td>
<td>10/12/17</td>
<td>Groups and Networks</td>
<td>5</td>
<td>InQuizative</td>
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<td>4</td>
<td>T</td>
<td>10/17/17</td>
<td>Culture</td>
<td>3</td>
<td>InQuizative</td>
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<tr>
<td>4</td>
<td>R</td>
<td>10/19/17</td>
<td>First Exam</td>
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<td>5</td>
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<td>10/24/17</td>
<td>Class</td>
<td>7</td>
<td>InQuizative</td>
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<tr>
<td>5</td>
<td>R</td>
<td>10/26/17</td>
<td>Capitalism</td>
<td>14</td>
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<tr>
<td>6</td>
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<td>10/31/17</td>
<td>Poverty</td>
<td>10</td>
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<td>Race</td>
<td>8</td>
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<td>7</td>
<td>R</td>
<td>11/9/17</td>
<td>Sex/Gender</td>
<td>9</td>
<td>InQuizative</td>
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<td>8</td>
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<td>Sex/Gender</td>
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<td>Bring Paper to Class</td>
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<td>8</td>
<td>R</td>
<td>11/16/17</td>
<td>Sexuality</td>
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<td>Paper Due</td>
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<td>9</td>
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<td>11/21/17</td>
<td>Crime</td>
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<td>InQuizative</td>
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<td>9</td>
<td>R</td>
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<td>THANKSGIVING</td>
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<td>10</td>
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<td>11/28/17</td>
<td>Health and Medicine</td>
<td>11</td>
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<td>11</td>
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<td>Exam</td>
<td>Final Exam</td>
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How long should I be working in this class?

The length of time one works is an indication of effort. This class is not graded on effort. It is graded by correctly applying knowledge to problems, as shown by correct answers on exam questions and well-thought-out writing. Working longer, but not correctly or smartly, will not result in a better grade.

However, it is helpful to understand how long an activity should take on average, so you know to seek help. If you are working on this class significantly shorter or longer than these amounts. You are probably doing something wrong, and you should ask me for help before it is reflected in your grade.

For reference, policies state that students should be working between 2 and 3 hours outside of class for each hour in class. Given that you are in class 3 hours a week, in this course you will work approximately 8 hours a week outside of class on average, or 2.6 hours a week per credit hour.

**Reading:** Textbook reading is an average of 47 pages a week. This should take you roughly 3.5 hours a week.

**Writing, quizzes, and Exams:** I’ve estimated the time to study, write, and take quizzes to be approximately 4.5 hours a week. Each InQuizative will be 45 minutes on average, with weeks you find easier to understand requiring less time and more difficult weeks requiring more studying and questions.

Remember, your time will vary and these times are clustered in certain weeks. Plan your schedule accordingly:

- Reading is heaviest in weeks 5 and 6.
- Writing is heaviest in week 7 and 8, when you are likely finishing your paper.
- Exam studying will occur most in week 4 and exam week.
ACADEMIC POLICIES

Academic Honesty:

Any academic misconduct, plagiarism, fabrication, or cheating will be discovered, reported, and result in my recommending a failing grade for the entire class.

In the context of this course, this means the following:

- All sources used in a paper must be cited using an in-text citation and a listing on a references page, whether quoted or paraphrased completely.
- All quoted material—words that YOU did not write—must be cited and include appropriate quotation marks or, in the case of longer quotes, off-setting.
- Fabricating or otherwise faking results or data for your paper
- Not writing a paper or taking a quiz/exam yourself, in any part or completely.
- Taking answers from someone else’s quiz or exam for use on your own.

I’ve copied the Drexel University Code of Conduct below for more information.

Drexel University Code of Conduct:

1. Plagiarism

Plagiarism is the inclusion of someone else’s words, ideas, or data as one’s own work. When a student submits work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through quotation marks as well. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. Plagiarism covers unpublished as well as published sources. Examples of plagiarism include, but are not limited to:

- Quoting another person’s actual words, complete sentences or paragraphs, or an entire piece of written work without acknowledgment of the source.
- Using another person’s ideas, opinions, or theory, even if it is completely paraphrased in one’s own words without acknowledgment of the source.
- Borrowing facts, statistics, or other illustrative materials that are not clearly common knowledge without acknowledgment of the source.
- Copying, or allowing another student to copy, a computer file that contains another student’s assignment, and submitting it, in part or in its entirety, as one’s own.
- Working together on an assignment, sharing the computer files and programs involved, and then submitting individual copies of the assignment as one’s own individual work.

Students are urged to consult with individual faculty members, academic departments, or recognized handbooks in their field if in doubt regarding issues of plagiarism.

2. Fabrication

Fabrication is the use of invented information or the falsification of research or other findings. Examples include, but are not limited to:

- Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials.

- Listing sources in a bibliography not used in the academic exercise.

- Submission in a paper, thesis, lab report, or other academic exercise of falsified, invented, or fictitious data or information, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or information.

- Submitting as your own written work, printing, sculpture, etc. prepared totally or in part by another.

3. Cheating

Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he or she has mastered information on an academic exercise that he/she has not mastered. Examples include, but are not limited to:

- Copying from another student’s test, exam, quiz, and/or paper.

- Allowing another student to copy from a test, exam, quiz, and/or paper.

- Unauthorized use of course textbook or other materials, such as a notebook to complete a test or other assignment.

- Collaborating on a test, exam, quiz, or other project with any other person(s) without authorization.

- Using or processing specifically prepared materials during a test such as notes, formula lists, notes written on the students clothing, etc. that are not authorized.
- Taking a test for someone else or permitting someone else to take a test for you.

4. Academic Misconduct

Academic misconduct includes other dishonest acts such as tampering with grades or taking part in obtaining or distributing any part of an administered or unadministered test/assignment. Examples include, but are not limited to:

- Stealing, buying, or otherwise obtaining all or part of an administered or unadministered test.

- Selling or giving away all or part of an administered or unadministered test including questions and/or answers.

- Bribing any other person to obtain an administered or unadministered test or any information about the test.

- Any unauthorized action taken for the purpose of changing a grade in a grade book, on a test, or on other works for which a grade is given.

- Changing, altering, or being an accessory to the changing and/or altering of a grade in a grade book, on a test, a “change of grade” form, or other official academic records of the University that relate to grades.

- Continuing to work on an examination or project after the specified allotted time has elapsed.

- Any buying or otherwise acquiring any theme, report, term paper, essay, computer software, other written work, painting, drawing, sculpture, or other scholastic art work, and handing it in as your own to fulfill academic requirements.

- Any selling, giving, or otherwise supplying to another student for use in fulfilling academic requirements, any theme, report, term paper, essay, computer software, other written work, painting, drawing, sculpture, or other scholastic art work.

- Scientific Misconduct. See [http://www.drexel.edu/provost/policies/scientific_misconduct.asp](http://www.drexel.edu/provost/policies/scientific_misconduct.asp)
DISABILITY ACCOMMODATIONS

It is the University's policy to provide a learning environment that provides all students with the opportunity to realize their full potential. To this end, the goal of the Office of Disability Resources ("ODR") is to assist students with disabilities in becoming self-sufficient, independent, and successful members of the University’s community and to provide students with disabilities with equal opportunity of access to University courses, programs, facilities, services, and activities. Students seeking reasonable accommodations for their disabilities must first register with ODR. The staff of ODR will work closely with students to review medical documentation, assess their individual needs, and link them with the services necessary to ensure them the opportunity to participate fully in college life. The Office of Disability Resources website can be found at http://www.drexel.edu/oed/disabilityResources/Overview/

ADD, DROP AND WITHDRAWAL POLICIES

• You can add this course until the end of week 2: see http://www.drexel.edu/provost/policies/course_add.asp
  If you add this course after the start of the term, you are responsible for completing ALL work that you may have missed.
• You can drop this course until the end of week 2; the course will then be removed from your transcript: see http://www.drexel.edu/provost/policies/course_drop.asp
• The course withdrawal deadline is end of week 7. You will have received some graded work prior to this deadline. If you have any questions about your progress at any time of the term, please contact me. If you choose to Withdraw, a “W” will be recorded in your transcript. See http://www.drexel.edu/provost/policies/pdf/course_withdrawal.pdf.