Welcome to Introduction to Sociology. Over the next ten weeks we will discover what exactly the discipline of sociology is, the prevailing theories invoked by sociologists to understand the world in which we live, the particular methods used by sociologists to study society, as well as examine some of the topics that sociologists have explored in depth. The class begins by exploring the premises and history of sociology, and its main concepts and methods. It then moves to focus on social inequalities, especially in terms of class, gender, and race. The course concludes by examining the possibility of social change and how sociological tools can help us understand this type of change.

Required Course Materials:
- You May Ask Yourself, Core 5th Edition by Dalton Conley (ebook, physical text)
- Mead Composition Notebook 100 sheet, College Ruled, 9.75x7.5 Inch

Course Objectives
Upon the successful completion of this course students will be able to:
- Identify and define main sociological concepts.
- Understand primary methodological approaches used by sociologists.
- Understand the relationships between self and society.
- Use the analytic tools of sociology to explain and suggest solutions to contemporary social problems.
Course Policies

Grading
Section Participation: 20 pts
Weekly Essays: 40 pts
Class Activities: 10 pts
Final Exam: 30 pts

Section Participation
Students are required to enroll in a weekly discussion section. Participation in section (through attendance, discussion, activities and/or written assignments) is worth 20% of your final grade. You may miss one discussion section meeting without affecting your participation grade.

Weekly Essays
Every week an essay prompt will be made available via Canvas on Friday at 2pm. These essays are due the following Tuesday at 12pm via Canvas. These essays are work 10 points each. The essays often, though not always, involve some sort of small experiment or observation. They require reflecting on, engaging and applying concepts from the previous week’s reading. I would encourage you to begin them early, rather than leaving them until the night before they are due. You need to complete a total of 4 (out of a possible 10) of these weekly assignments. They are worth 10 points each or 40% of your grade. You have the option to complete 5 of these and drop your lowest essay grade. You may also opt to complete 3 of these have each be worth 13.3% your grade rather than 10%.

Class Activities
Most lecture meetings will feature in-class activities with a written component. The written component of these in-class activities should be recorded in the composition notebook. The notebooks will be collected by your GE periodically throughout the quarter. Some of these activities will be group-based and some will be individual. Participation is worth 1 point per class meeting for a total of 10 points. These activities are worth 10% of your grade. Should you miss an activity there is no make-up, but some quick math reveals that there are more opportunities for in-class activities (approximately 19) than points said activities are worth.

Final Exam
The final exam will be a comprehensive open-note, open-book essay exam covering the entirety of the course. It will made available at 8:00am on Monday, December 4th and due at 10:00am via Canvas.
Canvas Course Resources
Each chapter in You May Ask Yourself features “Sociological Conversations,” “Paradox Animation” and “Sociology on the Street” videos. You can find videos on Canvas. You can also find flashcards, chapter outlines, quizzes, activities as well as chapter objectives for each chapter on Canvas. These may serve as helpful resources when figuring out course concepts.

Late Policy
Late assignments will be marked down by 1 point each day they are late. If an assignment is turned in past the designated time (for example, 5:01 when the deadline was 5:00), it will be considered a day late. The final exam will be marked down by 1 point for every 5 minute increment it is late.

Attendance
The attendance policy for lecture is based on the assumption that you are adults. For instance, as adults if you are sick you can decide whether or not you are well enough to attend lecture.

Email Policy
Emails are answered in the order they are received. Only emails sent from University of Oregon email accounts will be answered. I would suggest that you first look in the syllabus for the answer, then ask a peer, then contact your GTF before contacting me. If the answer to your email can be found on the syllabus, you will not receive a response. Email is not the appropriate medium for in-depth discussions of grades or course concepts.

Disability Statement
If you have a disability and require accommodations for this course, please speak with me as soon as possible so that your needs may be appropriately met. You may find disability resources at the University of Oregon here: http://aec.uoregon.edu/

Academic Integrity
Plagiarism, academic misconduct, fabrication and cheating will not be tolerated in this class. All academic work for this course should be done by the individual to whom it is assigned without use of unauthorized aid or resources. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. If there is any question about whether an act constitutes academic misconduct, it is the student’s obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at www.libweb.uoregon.edu/guides/plagiarism/students. All assignments submitted by you and labeled with your name are presumed to be your original work. Any assignment violating these expectations will receive zero credit.
I. What is Sociology? Questions, Methods and Concepts

What is Sociology?
September 26 & 28
- The Sociological Imagination (Ch 1, 3-17, 35-43 in YMA Y)
- The Promise, by C. Wright Mills (Ch. 1, 1-6 in MtSL)
- “Body Ritual among the Nacimera,” Horace Miner, American Anthropologist 1956, 58(3) 503-507

Sociological Foundations
October 3 & 5
- The Sociological Imagination (Ch. 1,17-34 in YMA Y)
- Theoretical Perspectives in Sociology, by C. Hunter & K. McClelland (Ch. 4, 33-41 in MtSL)
- Manifesto of the Communist Party, by K. Marx and F. Engels (Ch. 5, 42-46 in MtSL)
- On Being Sane in Insane Places, by D. Rosenhan (Ch. 6, 48-57 in MtSL)

Sociological Methods
October 10 & 12
- Methods (Ch. 2, 45-75 in YMA Y)
- Finding Out How the Social World Works, by M. Schwalbe (Ch. 7, 58-67 in MtSL)

II. How Society Works

Individuals & Socialization
October 17 & 19
- Socialization and the Construction of Reality (Ch. 4, 117-151 in YMA Y)
- Using Racial and Ethnic Concepts, by D. Van Ausdale and J. Feagin (Ch. 14, 144-155 in MtSL)
- Making It by Faking It, by R. Granfield (Ch. 15, 156-168)

Groups & Collective Action
October 24 & November 26
- Groups and Networks (Ch. 5, 149-184 in YMA Y)
- The Birth of the Intravidual, by D. Conley (Ch. 17, 181-190 in MtSL)
- Peer Power, by P. Adler and P. Adler (Ch. 18, 191-206 in MtSL)
- Shopping as Symbolic Interaction, by C. Williams (Ch. 19, 207-218 in MtSL)
How is Social Order Maintained?
November 31 & 2
- Social Control and Deviance (Ch. 6, 189-235 in YMA)
- Situated Dynamics in a Simulated Prison, by C. Haney, W. Banks and P. Zimbardo (Ch. 8, 68-77 in MtSL)
- Anorexia Nervosa and Bulimia, by P. McLorg and D. Taub (Ch 20, 219-230 in MtSL)
- Fraternities and Collegiate Rape Culture, by A. Boswell and J. Spade (Ch. 21, 231-243 in MtSL)

III. Inequalities

Economic Inequality
November 7 & 9
- Stratification (Ch. 7, 237-275/239-277 in YMA)
- Who Rules America? by G. Domhoff (Ch. 24, 267-280 in MtSL)
- Race, Homeownership and Wealth, by T. Shapiro (Ch. 25, 281-292 in MtSL)
- Understanding the Dynamics of $2-a-Day Poverty in the United States, by H. Shaefer, K. Edin and E. Talbert (Ch. 26, 293-304 in MtSL)

Racial Inequality
November 14 & 16
- Race (Ch. 9, 323-371/325-373 in YMA)
- What is Racial Domination by M. Desmond and M. Emirbayer (Ch. 31, 354-369 in MtSL)
- Out of Sorts: Adoption and (Un)Desirable Children (Ch. 33, 380-392 in MtSL)

Gender Inequality
November 21
- Gender (Ch. 8, 277-321/279-232 in YMA)
- Gender as Structure by B. Risman (Ch. 27, 305-314 in MtSL)

Social Change
November 28
- Revolutions and Regime Change, by J. Goodwin and R. Rojas (Ch. 56, 649-659 in MtSL)
- Superstorm Sandy, by D. Bates (Ch. 57, 660-674 in MtSL)
- The Cosmopolitan Canopy, by E. Anderson (Ch. 58 675 in MtSL)
Review
November 30

Final Exam
Monday December 4, 8:00am-10:00am
Weekly Essay Guidelines

- Essays are due Tuesday by 12pm on Canvas.
- Each essay must be completed by the Tuesday after the Friday it is assigned (Weekly Essay #1 must be turned in by Tuesday of Week #2 for example).
- You need to complete four of these assignments.
- The activity write-up may vary in length from 1.5-3 pages single spaced. NOTE: Length does not equal quality.
- Be sure to address each question in multiple question prompts.
- You may, during any week, complete the Optional Prompt. You may choose this option as many times as you wish.
- You are welcome to work on your essay with classmates – creating outlines, performing experiments or conducting observations. However, you must turn in your own original write up.
- Do not use readings external to the class unless specifically required by an essay prompt.
- All essays should have a thesis statement that conveys your argument. Following paragraphs should present evidence to support that argument.
- All essays should include, define and use analytically at least four “key concepts” from that week’s readings or lecture.

Grading guidelines:

A papers will be well written, grammatically correct, address all questions in the essay prompt, provide a comprehensive analysis of the subject at hand, directly relate the essay content to course content by using, defining and illustrating key concepts, use correct ASA citation format and feature insightful analysis.

B papers will be clearly written, grammatically correct, address most questions in the essay prompt, provide an analysis of the subject at hand, relate the essay to content to course content, use correct ASA citation format and feature a good, but less rigorous analysis than A papers.

C papers will lack the writing clarity or correct grammar of A/B papers, may not address all questions in the essay prompt, focus on the writer’s opinion rather than course content, omit important links to key concepts, and provide a superficial analysis.

D papers will lack writing clarity, use poor grammar, avoid addressing the essay prompt, focus primarily on the author’s opinion, not link essay content to course concepts or provide a suitable analysis.

F papers will be poorly written and do not suitably answer the essay prompt.