Course Description

This course is designed to be a broad introduction to the field of sociology. We will encounter some of the most influential theories used by sociologists to explain our social world, and we will acquire familiarity with the concepts and methods sociologists typically use in their work. We will also pay particular attention to the problem of social inequality as it relates to a variety of contemporary topics.

This is a CORE Distributive Studies course. Distributive Studies courses are intended to assist you as you choose a major by providing you with different views of the world through a variety of academic disciplines.

“Different academic disciplines study the world through different lenses, and no single lens provides a perfectly clear view of everything. You will strengthen your own insight and judgment by learning how several different disciplines focus, and may sometimes distort. The world, with its challenges and opportunities, is not neatly divided into academic disciplines.”

http://www.ugst.umd.edu/core/

Learning Outcomes

By the end of this class, you will be able to:

1. Articulate your “sociological imagination” by locating your own experiences within broader social and historical contexts.
2. Generalize sociological approaches and concepts to a variety of contemporary topics in a way that improves your own academic, personal, or professional outcomes.
3. Distinguish between the major sociological theories and subfields and describe their central explanations for social structures, behaviors, and problems.
4. Identify research methods and interpret findings from sociological research articles and reports.

Course Website

elms.umd.edu

This is your source for all course information, documents, required materials, grades, assignments, submissions, and course schedule.

Anya M. Galli Robertson
anyagalli@gmail.com

Class Meetings:
Monday/Wednesday/Friday
9:00am-9:50am
ESJ 0215

Meet with your Instructor:
Office Hours:
3114 PJM Art-Sociology
Mondays & Wednesdays
10:30-12:00 (and by appointment)
Use ‘Scheduler’ tool in ELMS calendar
Quick Check-ins:
Friday mornings 8:30-8:50 in ESJ 0215

Prerequisites:
None

Course Communication:

To ensure that I receive your message, please write me via email. Include “SOCY 100” in the subject line of your email. Do not use the ELMS inbox or assignment comment box.

I will do my very best to respond to all emails within 24 hours – if you do not receive a response within 24 hours, you should assume I have not received your email and send another. I will check email between 8am and 6pm on weekdays and more sporadically on weekends. It is essential that we all conduct ourselves as professionals, so please visit ter.ps/email for some friendly guidance on writing emails.
Required Resources

**Technology:**
Please ensure that you have adequate technology (computer access, a reliable internet connection, word processing and PDF reader software) prior to the first day of class. If you do not own a computer, you can utilize campus computers (lib.umd.edu/services/computing) and can borrow a laptop for exams (lib.umd.edu/tlc/equipment).

**Required eText:**
REVEL for The Sociology Project 2.5: Introducing the Sociological Imagination - Access Card, 2/E

ISBN: 9780134632865

You may purchase this from university bookstore or directly from the publisher. You will have the option to order a loose leaf, 3 hole punched printed version of the book for an additional $19.00. You may have this shipped to you once you redeem the access card.

Get started with REVEL in ELMS

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Our Social Contract

As members of a learning community, we need to have a mutual understanding of what is expected from each of us, and what we have the right to expect from others.

I, as the instructor, agree to…

- Create and maintain a classroom environment that fosters student engagement and active learning.
- Establish clear standards, assess your learning in a fair and honest way, and give you helpful feedback.
- Respond to your questions in a timely manner.

You, as a student, agree to…

- Take personal responsibility for your learning.
- Actively engage with the material and in our class meetings.
- Actively monitor email and ELMS announcements.
- Ask questions.

We, as members of this learning community, agree to…

- Abide by the course and campus policies.
- Be respectful and encouraging as we actively cultivate an inclusive classroom climate.
- Give each other our undivided attention.
- Not use phones, laptops, or tablets during class meetings.
- Be professionals. That means arriving on time, being prepared, and preventing foreseeable problems.
Course Design

I have designed this course to be engaging and relevant, and have implemented what research on learning has found to be highly effective for active learning. This is not a “lecture class”: a lot of your learning will come from your own independent work to complete required readings, review required media (videos and audio clips), and complete homework assessments in ELMS/REVEL. Your independent work will prepare you for each class meeting. In class, you will not be passive recipients of information, but will instead be actively engaged participants in small group discussions, team activities, and in-class collaboration. This course may require more of you during class meetings than some of your other courses, but the research is clear: you will get a lot more out of your experience in return.

If you have any questions about why I am teaching this course this way, I am happy to discuss this with you.

Groups

Much of the work in our class will take place in small groups. Rather than completing group projects outside of class as you may be accustomed to in other courses, all group work for this course will take place in the classroom. Our classroom is designed for collaboration in 6 person groups. Each student will be randomly assigned to both a “stable group” and a “topic group.”

You will spend most of your time with your stable group (this is where you will sit each day when you arrive in class, unless otherwise directed), and will break out into your topic groups for specific activities during some class meetings. Your stable group will serve as your primary space for discussing and applying concepts from pre-class readings, media, and homework. In your topic group, you will learn about new information, theories, and case studies.

Group assignments will be announced the second week of class. You will have a chance to assess your group members based on their contribution to collaborative discussions and activities before the midterm exam. If you are experiencing difficulties in your group, or if a member of your group is violating the social contract described above or classroom culture expectations for this course, please contact me immediately (email or office hours).

Classroom Culture

Because the topics covered in this course are inevitably complex, it is imperative that we create and maintain a learning environment that is safe for all students and free from judgment. Be ready to openly share your own opinions and experiences and to be understanding and accepting of others’ perspectives. We are here to learn from one another, and our differences create opportunities for discussion and deeper understanding of ourselves and our social world. If you disagree with content or comments in this course, I encourage you to express your thoughts – but you must do so respectfully, and you must use evidence to support your statements. Personal attacks, offensive language, or threats will not be tolerated under any circumstances.

Homework and Class Preparation

The University of Maryland guidelines state that for every hour you spend in class per week, you should spend an average of 2-3 hours on coursework. For a three-credit, 16-week course like this one, you can expect to spend 5-7 hours each week outside of class.
Campus Policies

It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include the following topics:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html) for the Office of Undergraduate Studies’ full list of campus-wide policies and follow up with me if you have questions.

Students who observe discrimination or hate/bias incidents on campus are encouraged to make reports immediately to the Office of Civil Rights and Sexual Misconduct ([https://ocrsm.umd.edu/](https://ocrsm.umd.edu/)) and to the University of Maryland Police Department ([http://www.umpd.umd.edu/services/hate_bias.cfm](http://www.umpd.umd.edu/services/hate_bias.cfm)). The University has created a fact sheet ([https://ocrsm.umd.edu/files/OCRSM_Hate_Bias_FAQs2_07_08_17.pdf](https://ocrsm.umd.edu/files/OCRSM_Hate_Bias_FAQs2_07_08_17.pdf)) on hate bias incidents on campus, which describes the University's official policy and standards for handling these issues.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the BSOS Dean ([https://bsos.umd.edu/Administration](https://bsos.umd.edu/Administration)) for support. You can also call the UMD Help Center for immediate support (301.314.HELP). Furthermore, please notify me of any difficulties with food and housing if you are comfortable doing so. This will enable me to provide support and connect you with helpful resources.

Difficult Subjects

The content of this course may include topics that are difficult for some people to confront or discuss. I cannot anticipate what those topics are, or who will be affected, but I can be sensitive and work with students who let me know of their needs. If there is a topic you are unable to discuss or need to be warned about, please notify me so that we can make appropriate arrangements for your work. However, we cannot prevent all students from being exposed to topics or ideas that they find objectionable or offensive.

Active Learning & Group Activities

This class is designed around active and collaborative learning. **Attendance is mandatory**, and you are expected to complete required homework (readings, reading quizzes, media, and media worksheets) *before* coming to class. This preparation will ensure that you have the baseline knowledge to participate fully in class meetings.

*Collaborative Activities (CA):* Collaborative activities are in-class, group-based work that you will complete during class meetings. These activities may include worksheets, short small group presentations, research assessment activities, and other types of active learning activities. CAs do not require work outside of class, but they do require that you *come to class prepared*, having completed the reading material assigned for that day of class. You will receive credit for CAs by completing worksheets, making presentations to the class, or turning in notes/whiteboard work – I will provide all necessary information and instruction for CAs in class. CAs must be completed in class with your groups, and **attendance is mandatory to receive credit for these assignments.** I will arrange a make-up activity for students only in the case of *excused* absences – please make arrangements with me ahead of time if you know you are going to be absent.
Attendance “Exit Tickets” (ET):
“Exit Tickets” are quick in-class activities (between 1 and 10 minutes of work) that you will drop off with me on your way out of class. ETs are a way of incentivizing attendance and of gauging class knowledge and opinions. ETs will be assigned in-class at random for approximately 50% of our class meetings. ETs will be graded for completion rather than for content (you will get full credit for handing me your exit ticket, regardless of what you write down). Two ETs are counted as extra credit so that you are not penalized for rare but unavoidable delays or absences. In the event of an excused absence, that ET will be dropped from your point total and will have no effect on your grade.

Learning Assessments

Reading Quizzes (RQ):
Quizzes are integrated into the eText readings in REVEL and are available from the beginning of the course until they are due. As you work through readings, you will take module quizzes (1 point per question, with 2 attempts to get it right) for each section, as well as a final chapter quiz (3 points per question, with 2 attempts to get it right – 1 point will be deducted from the total for your second try). Quizzes range in points values from 60-70 points each. You must submit RQs by 8:00am on the day that they are due to ensure that everyone has a baseline understanding of the content before participating in class activities and discussions. No late quizzes will be accepted for credit after the deadline, so be sure to submit your work on time.

Essay Responses (ER):
Essay responses are an opportunity for you to connect course concepts to your own experiences, opinions, and interests. You will write short essays (4-5 paragraphs, around 500 words) in response to a prompt. ERs will be submitted as text entry “assignments” on ELMS by 10:00pm on the due date. ERs are graded for completeness, accuracy, written expression, proper citation, and demonstration of understanding of material. The rubric for each response will be available with each assignment prompt. You may find it easiest to compose your response in a separate program (e.g. MS Word) and then copy and paste into the writing response text box. Make sure you click “submit” at the bottom of the page. Late ERs will lose 10% of possible points per day late (10:01pm-10:00pm).

In-Class Exams (EX):
There are two exams for this class: a midterm and a final. Exams designed to provide a more comprehensive assessment of your learning, and as we move through the course you can expect them to be cumulative with regards to the application of earlier theoretical perspectives and research evidence to newer material. Everything you need to know for the exams can be found in the “Big Questions Revisited” sections at the end of each of the readings sections assigned in the REVEL tab on ELMS – these include questions you should be able to answer, learning objectives you should be able to achieve, and key terms you should be able to define and apply. If you practice answering these questions and defining these terms without your notes in front of you (or better yet, quiz each other) you will be well-prepared for any question I could ask you.

Exam dates are Wednesday, October 18th (Midterm - during class) and Saturday, December 16 (Final Exam 8:00-10:00am) – plan your schedules accordingly. I will not offer makeups for exams unless you have a documented emergency or other qualifying excused absence under University policy. Travel plans (personal, family, vacation, etc.) must take place after the final exam and will not be considered as excused absences. To minimize any unfair distractions to others, the doors will lock at the start of an exam and anyone absent (without an excused absence) will receive a zero. No one will be permitted to enter the room once the doors close, so much like any other moment that is important to you, plan for delays and be sure that you are early and ready to start on time.

Exams will be administered in class via ELMS, which means that on exam days you are required to bring a fully-charged laptop (not a phone or tablet) and your Student ID card. Once in class, you will use your computer to log in to ELMS and use the Respondus LockDown Browser (http://www.respondus.com/downloads/RLDB).
QuickStartGuide-Instructure-Student.pdf) while completing the exam. I will provide more information about how to use this service through ELMS in advance of the exam. There will not be outlets available so charge up ahead of time. You will not need a pencil or pen; you will complete your exam like an online quiz. If you do not have personal access to a laptop, you can borrow one free of charge from the library (lib.umd.edu/tlc/equipment), but be sure to arrange this well in advance of the exam. Please contact me well in advance of exams to discuss any concerns you may have regarding technology needs, DSS/ADS accommodations, or other issues.

Late Work and Absences

In order to succeed in this class, you must keep up with the homework assignments, attend class each day, complete assignments on time, and study before each exam. As described in detail above, the policies for late work are:

- **Collaborative Activities**: attendance required for credit – makeups only available for excused absences
- **Attendance Exit Tickets**: no makeup – attendance required for credit, two counted as extra credit
- **Reading Quizzes**: no late work accepted (must be submitted by 8:00am on due date)
- **Essay Responses**: due at 10:00pm on due date (10% of grade deducted for each day (10:01pm-10:00pm late)
- **Exams**: taken in class on personal computers (October 18 and December 16 unless excused absence)

The University policy on excused absences can be viewed here: https://president.umd.edu/sites/president.umd.edu/files/files/documents/policies/V-100G.pdf

Electronic Device Policy

I understand and have considered arguments for permitting laptop and tablet computers in the classroom. However, the reality is that they present an irresistible distraction and detract from the cooperative learning environment. I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready. Researchers have found that these distractions do in fact interfere with learning and active participation. For that reason, the use of computers and phones will not be permitted during class meetings (except when required for DSS/ADS accommodations). Computers will be required on exam days – please contact me ahead of time if you have concerns about being able to obtain access to computer for the exams.

I will make all slides from class available for download and review on ELMS, and will record all substantive lecture content for your convenience as well. This way, you can focus on participating in class rather than on copying down large amounts of content by hand. The goal of the class is collaboration and interaction, not transcription!

Technical support

Technology will never work 100% of the time. Please understand that I am not able to diagnose and fix technical difficulties with campus tools or your personal computer. If you have any problems with course resources (ELMS, REVEL, Panopto recordings, etc.), contact UMD’s Division of Information Technology Learning Technologies office at elms@umd.edu or the IT Helpdesk (helpdesk.umd.edu) as soon as possible. It is your responsibility to complete assignments within the assigned deadlines: make sure to give yourself adequate time to correct any issues should they arise so that you can complete/submit assignments on time. If the problem is limiting access to course resources or assignments, try using a campus computer in the meantime – visit lib.umd.edu/services/computing to find a computer lab near you.
Resources for Help on Campus

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. There are a variety of free resources available for you on campus, and I encourage you to take advantage of these services.

Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting http://ter.ps/learn and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting http://ter.ps/writing and schedule an appointment with the campus Writing Center. Finally, if you need someone to talk to or are experiencing stress or mental health concerns, please visit http://www.counseling.umd.edu. Additionally, I encourage you to schedule a meeting during office hours to discuss any concerns you may have.

Grades

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal. All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades, or have questions about how something was scored, please email me to schedule a time for us to meet in my office. I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

<table>
<thead>
<tr>
<th>Learning Assessments &amp; Participation Assignments</th>
<th>Number</th>
<th>Points</th>
<th>Total</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Quizzes (RQ): Pre-class reading quizzes submitted each week through REVEL</td>
<td>15</td>
<td>60-70</td>
<td>1000</td>
<td>20%</td>
</tr>
<tr>
<td>Response Essays (RE): Short essay assignments submitted through ELMS</td>
<td>6</td>
<td>200</td>
<td>1200</td>
<td>24%</td>
</tr>
<tr>
<td>Collaborative Activities (CA): In-class activities, worksheets, and presentations</td>
<td>12</td>
<td>75</td>
<td>900</td>
<td>18%</td>
</tr>
<tr>
<td>Individual “Exit Tickets” (ET): Short assignments completed during class</td>
<td>20 (+2 bonus)</td>
<td>20</td>
<td>400</td>
<td>8%</td>
</tr>
<tr>
<td>Exams (EX): Midterm and Final exams taken in-class</td>
<td>2</td>
<td>500/1000</td>
<td>1500</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td><strong>5,000</strong></td>
<td></td>
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</tr>
</tbody>
</table>

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut (89.99 ≠ 90.00). It would be unethical to make exceptions for some and not others.

<table>
<thead>
<tr>
<th>Final Grade Cutoffs</th>
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</thead>
<tbody>
<tr>
<td>+ 97.00% + 87.00%</td>
</tr>
<tr>
<td>A 94.00% B 84.00%</td>
</tr>
<tr>
<td>- 90.00% - 80.00%</td>
</tr>
</tbody>
</table>
Course Schedule

**RQ:** Reading Quiz due by 8:00am in REVEL  
**ER:** Essay Response due by 10:00pm in ELMS  
**CA:** In-class Collaborative Activity  
**EX:** in-class Exam

Assigned readings are organized in REVEL, which is available as a tab in ELMS. In many cases, I have not assigned the whole chapter – the chapters listed below are for reference only. Make sure that you are working through the online content in order and that you have completed all of the assignments for each week by the time the RQ is due (8:00am on the assigned day).

<table>
<thead>
<tr>
<th>Course</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Sociological Imagination</strong></td>
<td>8/28</td>
<td>8/30</td>
<td>9/1</td>
</tr>
<tr>
<td>REVEL Chapter 1</td>
<td></td>
<td></td>
<td><strong>RQ-1</strong></td>
</tr>
<tr>
<td><strong>Social Theory</strong></td>
<td>9/4 - LABOR DAY</td>
<td>9/6</td>
<td>9/8</td>
</tr>
<tr>
<td>REVEL Chapter 2</td>
<td>No class today!</td>
<td><strong>RQ-2</strong></td>
<td><strong>CA-1</strong></td>
</tr>
<tr>
<td><strong>Studying the Social World</strong></td>
<td>9/11</td>
<td>9/13</td>
<td>9/15</td>
</tr>
<tr>
<td>REVEL Chapter 3</td>
<td></td>
<td><strong>RQ-3</strong></td>
<td><strong>ER-1 + CA-2</strong></td>
</tr>
<tr>
<td><strong>Social Structure</strong></td>
<td>9/18</td>
<td>9/20</td>
<td>9/22</td>
</tr>
<tr>
<td>REVEL Chapter 5</td>
<td><strong>RQ-4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Culture, Media, &amp; Communication</strong></td>
<td>9/25</td>
<td>9/27</td>
<td>9/29</td>
</tr>
<tr>
<td>REVEL Chapter 6</td>
<td><strong>RQ-5</strong></td>
<td><strong>CA-4</strong></td>
<td><strong>ER-2</strong></td>
</tr>
<tr>
<td><strong>Power &amp; Politics</strong></td>
<td>10/2</td>
<td>10/4</td>
<td>10/6</td>
</tr>
<tr>
<td>REVEL Chapter 7</td>
<td><strong>RQ-6</strong></td>
<td><strong>CA-5</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Markets, Organizations, &amp; Work</strong></td>
<td>10/9</td>
<td>10/11</td>
<td>10/12</td>
</tr>
<tr>
<td>REVEL Chapter 8</td>
<td><strong>RQ-7</strong></td>
<td><strong>CA-6</strong></td>
<td><strong>ER-3</strong></td>
</tr>
<tr>
<td><strong>Social Interaction</strong></td>
<td>10/16</td>
<td>10/18</td>
<td>10/20</td>
</tr>
<tr>
<td>REVEL Chapter 4</td>
<td><strong>RQ-8</strong></td>
<td>EX-1: Midterm</td>
<td></td>
</tr>
<tr>
<td><strong>Social Stratification, Inequality, &amp; Poverty</strong></td>
<td>10/23</td>
<td>10/25</td>
<td>10/27</td>
</tr>
<tr>
<td>REVEL Chapter 10</td>
<td><strong>RQ-9</strong></td>
<td><strong>CA-7</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Race &amp; Ethnicity</strong></td>
<td>10/30</td>
<td>11/1</td>
<td>11/3</td>
</tr>
<tr>
<td>REVEL Chapter 11</td>
<td><strong>RQ-10</strong></td>
<td><strong>CA-8</strong></td>
<td><strong>ER-4</strong></td>
</tr>
<tr>
<td><strong>Gender &amp; Sexuality</strong></td>
<td>11/6</td>
<td><strong>RQ-11</strong></td>
<td><strong>11/8 Class Online</strong></td>
</tr>
<tr>
<td>REVEL Chapter 12</td>
<td></td>
<td></td>
<td><strong>CA-9 (Online)</strong></td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>11/13</td>
<td>11/15</td>
<td>11/17</td>
</tr>
<tr>
<td>REVEL Chapter 15</td>
<td><strong>RQ-12</strong></td>
<td><strong>CA-10</strong></td>
<td><strong>ER-5</strong></td>
</tr>
<tr>
<td><strong>Population &amp; Immigration</strong></td>
<td>11/20</td>
<td><strong>RQ-13</strong></td>
<td><strong>11/22 Class Online</strong></td>
</tr>
<tr>
<td>REVEL Chapter 21/22 (selections)</td>
<td></td>
<td><strong>11/24 - BREAK</strong></td>
<td><strong>No class today!</strong></td>
</tr>
<tr>
<td><strong>Deviance &amp; Crime</strong></td>
<td>11/27</td>
<td>11/29</td>
<td>12/1</td>
</tr>
<tr>
<td>REVEL Chapter 17/18 (selections)</td>
<td><strong>RQ-14</strong></td>
<td><strong>CA-11</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Social Movements &amp; Revolutions</strong></td>
<td>12/4</td>
<td>12/6</td>
<td>12/8</td>
</tr>
<tr>
<td>REVEL Chapter 19</td>
<td><strong>RQ-15</strong></td>
<td><strong>CA-12</strong></td>
<td><strong>ER-6</strong></td>
</tr>
<tr>
<td><strong>Review &amp; Wrap Up</strong></td>
<td>12/11</td>
<td>Saturday 12/16 8:00-10:00am</td>
<td>EX-2: Final Exam</td>
</tr>
</tbody>
</table>

**Note:** This is a tentative schedule, and is subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.