

Course Number and Course Title: SOCI 1311-001—Introduction to Sociology
Semester: Summer I— 2013

Instructor: Ashley Wendell Kranjac, M.A.

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Course Meets: MTWR 8—10:00 AM in UH 115

Office Location and Hours: UH 438, by appointment

Course Description and Objectives:

Sociology is the systematic study of the relationship between individuals and society. The scope of Sociology is extraordinarily broad, covering Culture, Social Interaction, Social Class, Race, Gender, Aging, and so much more. This course will provide you with a broad introduction to the vast and stimulating field of Sociology. It will cover Sociology's basic subject matter across a variety of topics, and sociologists' approach to understanding—and improving—everyday life.

Students will be able to:

- *describe* the sociological perspective
- *explain* key sociological concepts of social structure, social institutions, social change, social interaction, and social diversity
- *apply* the major theoretical frameworks of sociology for better understanding social structure
- *explain* how sociological research methods can be used to better understand society and social structure

Course Philosophy:

While this course is lecture-based, my aim is to involve students. Throughout the class, I will pose questions to you - these are not rhetorical - rather, I will expect you to respond, ask questions, and raise legitimate issues that you think are important and relevant to the discussion. The lectures are designed entirely for you to discuss these issues, including personal experiences, but through a sociological perspective. When you think of questions and/or comments, try to think of how what you want to ask or argue is related to one of the sociological perspectives we have discussed in the class. Or, if your comment does not relate to one of the theories we have discussed, think of how you can critique or add to a certain theory. My objective for this course is threefold:

1. Provide you with an introduction to sociology and sociological problems, perspectives, and issues
2. Help you understand we are globally interconnected in ways we often do not realize
3. Encourage you to become excited about sociology, learning in general, and in discussing and analyzing (maybe solving) important issues in society

No Textbook is required for this course; however, we will have various readings posted in Blackboard (see information below).

Blackboard Link:

<https://elearn.uta.edu/webapps/login/>

***Same net ID and password as your mymav account

Evaluation and Grading:

Journal 1	10%
Journal 2	10%
Journal 3	10%
Journal 4	10%
Journal 5	10%
Journal 6	10%
Journal 7	10%
Journal 8	10%
Final Paper (see note below)	15%
In-class attendance / assignments	5%

Journals:

There will be 8 journals. The journals will be 2 pages, 12 pt. font, 1" margins, double-spaced, and in Times New Roman font. You may choose one of the two topics we discussed PRIOR to the due date for that particular journal.

For example, Journal 1 may be over the Introduction or Methods lecture, not Cultural Structures, since it is due at the beginning of Wednesday's class **before** we do the Cultural Structures lecture, as this would be rather impractical.

Journal 2 may be over Cultural structures or Media and Communication since it is due at the beginning of the class period prior to our discussion on Socialization & the Life Cycle. This pattern will continue throughout the semester for each journal.

In the writing you should discuss reactions, implications, and use real-world examples to illustrate the concepts discussed. The guidelines are not strict, as I want you to interpret the class material and approach it in a manner that is the most advantageous for your learning. You may use personal examples; however, you must use sociological terms and ideas to describe the examples you provide. The purpose of the journal is to allow you a medium to freely express your observations and synthesize your previous knowledge / experience with the knowledge you acquire from the course.

Late Work: WILL NOT be accepted nor are make-ups allowed; journals will be due at the beginning of the class period specified in the syllabus. If not turned in on that date IN CLASS they will not be accepted. NO EXCEPTIONS. This is an issue of fairness; I cannot grant an exception for one student without granting everyone an exception. **If you must miss class on a day when an activity is due, you may email the assignment to me no later than the start of class** (e.g., by 8:00 am for our class that begins at 8:00 am).

Final Paper:

The final paper will be over a specific topic assigned to each student the first week of class and follow the same instructions as the journal (specified above); however, the paper is expected to provide more detail and cover your specific topic in-depth. You should also use other concepts learned during the course of the semester to inform your writing.

You may utilize course materials (lectures, readings, and videos), class discussions, and in-class assignments as resources for citation, as well as any other ACCURATE outside resources.

Final papers are to be 8 pages in length, 12 pt. font, 1" margins, double-spaced, and in Times New Roman font.

PLEASE NOTE: The final paper will be due on the last day of class (July 3, 2013) at 8AM; no late papers will be accepted. Each minute past 8 AM will result in a 10 point deduction.

Journal and Final Paper Grading scale:

- A: Exceptional: Excellent scope and depth; exemplifies attainment of a truly valuable learning experience; clear, concise, engaging, and thought-provoking examples; exceptional organization; evidence detailed, rich, and compelling; opposing evidence considered and refuted; clearly synthesizes; conveys clear implications; little-to-no grammatical and / or spelling errors..
- B: Very Good: Good scope and depth; good learning experience; clear and concise; presented in logical and interesting ways; easy to follow, but not oversimplified; evidence clearly supports main claims; good detail; opposing evidence considered; brings closure; nicely synthesizes; alludes to broader implications; small amount of grammatical and / or spelling errors.
- C: Good: Reasonable scope and depth; lapses into detail; not accessible to general audience; reasonably clear; reasonably logical sequence of ideas; easy to follow for the most part; evidence supports the central claims sufficiently in reasonable detail; brings closure with some synthesis; could better address implications; moderate amount of grammatical and / or spelling errors.
- D: Developing: Scope too broad / too narrow OR lacks depth OR too much jargon; incomplete or unfocused; evidence of some organization but not optimal; sometimes difficult to follow; some evidence but either insufficient or not clearly supportive of central claims; conclusions are mostly restatements of previous claims; ample amount of grammatical and / or spelling errors.
- F: Emerging: Scope either too broad or too narrow; lacks depth and too much jargon; lacks clear statement of central issue; no clear information sequence; very difficult to follow; no appropriate evidence presented to support the work's central claims; no apparent conclusions; no discussion of potential implications; painstaking amount of grammatical and / or spelling errors.

In-class assignments and Quizzes:

Several times during the course you will be doing some kind of work individually or with a group in-class. These may include free-writes on topics related to the day's discussion. Sometimes the activity might take the form of a debate that you must formulate or identify weaknesses in a theoretical approach or argument. The assignment may also require you to watch and sociologically evaluate an educational or popular video. Or the assignment may simply be a pop quiz over the reading or class material. You will receive a grade for in-class assignments based on the following criteria:

1. Demonstrated knowledge of readings and course material
2. Level of analysis and synthesis of ideas
3. Ability to apply concepts to diverse range of phenomenon and give specific examples

If you miss the day of an in-class assignment or quiz, no make-ups will be accepted.

Participation:

To do well in this class, it is not enough to simply read, take notes, and regurgitate material. In this class, you will need to think about, consider, develop and express opinions about the material. One way to demonstrate this is through class participation. This does not just mean answering questions when asked. For this class, participation means raising new issues or points of view, actively listening to other students, sharing examples, asking questions of the class as a whole to consider and discuss, working well in group activities, completing quality in-class writing exercises, and helping to create a supportive learning environment.

Please do not sleep, use electronics, or talk excessively during lecture. If you do so, **I will ask you to leave the classroom** and this will negatively affect ones grade. Also, please make sure your cell phones are turned off.

Attendance / Readings:

You are expected to attend all class sessions and will be graded based on your attendance; there will be a sign-in sheet every day. **Late arrivals** (more than 5 minutes) **are not permitted and will result in a tally toward your attendance grade (3 tallies is equal to one absence).**

Unless you are absent for an authorized activity (as defined by the university), you do not need to notify me of your reasons for missing class. **If you are more than 15 minutes late to class (for any reason) you attendance will not be recorded for that day.** Obviously, those who attend class regularly will reap the greatest benefits.

Preparation before each class meeting is necessary and important for you to succeed!

Drop Policy: See university drop policy in the university catalog.

Americans With Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Academic Integrity:

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Student Support Services Available:

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

E-Culture Policy:

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for

using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly. **You may use email to communicate with me about this class. I will respond to email messages within two days.**

Proposed Schedule (subject to change):

Dates	Topics
June 3 (Monday)	Introduction What is Sociology?
June 4 (Tuesday)	Methods
June 5 (Wednesday)	Cultural Structures Journal 1 Due
June 6 (Thursday)	Media and Communication
June 10 (Monday)	Socialization & the Life Cycle Journal 2 Due
June 11 (Tuesday)	Sexuality
June 12 (Wednesday)	Marriage and the Family Journal 3 Due
June 13 (Thursday)	Gender
June 17 (Monday)	Inequality Journal 4 Due
June 18 (Tuesday)	Crime & Deviance
June 19 (Wednesday)	Race & Ethnicity Journal 5 Due
June 20 (Thursday)	Morality
June 24 (Monday)	Education Journal 6 Due
June 25 (Tuesday)	Health & Medicine
June 26 (Wednesday)	Health & Medicine Journal 7 Due
June 27 (Thursday)	Health & Medicine
July 1 (Monday)	Work & the Economy Journal 8 Due
July 2 (Tuesday)	Urbanization & Social Change
July 3 (Wednesday)	Final Paper Due

Good luck in the course, and I look forward to working with you!