**SOCIOLOGY**

**GE 291**

**Fall 2011**

**Wednesdays 9:00AM – 12:20PM**

**Course Instructor:** Kamden K. Strunk, M.S. **Phone:** (918) 521-2422

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**Required Course Textbook:**

Henslin, J. M. (2010). *Sociology: A Down to Earth Approach, Core Concepts* (4th ed.). Boston, MA: Allyn & Bacon.

**Course Description:**

**Catalog Description**: This course introduces the theories and methods sociologists use to explain and predict the dynamics of the contemporary social world. Through this study, the students will employ a “sociological imagination” as they make observations, gain insights, and make predictions that can influence their choices about their own social interaction.

**MAJOR instructional areas:**

1. Sociological imagination and perspective
2. Sociological research and application
3. Sociological stratification and inequality
4. Social groups and institutions

**Course Objectives:**

1. Explain sociological terminology relevant to the development of sociological theory and paradigms
2. Describe the quantitative and qualitative methods of systematic collection and analysis of data used in sociological research.
3. Apply crucial sociological concepts in the analysis of observable phenomena.
4. Analyze basic sociological theories in terms of concepts and arguments emphasized and ignored by their developers.
5. Use sociological theories to understand and interpret social processes.
6. Analyze society’s influences on your own and other’s personal decisions and actions, and interpretations of social processes using sociological concepts and theories.
7. Apply critical-thinking skills using alternative perspectives to analyze an observed social fact or to critically review an article.
8. Demonstrate the ability to effectively and efficiently use the ITT Tech Virtual Library and Internet resources to acquire materials and recognize the array of sources available for developing sociological imagination.

**Mode/Style of Teaching:**

The teaching style for this class is a four-domain holistic education model, wherein education is targeted toward the whole person. In this model the “whole person” is conceptualized as the body, mind, soul, and heart, or the “doing”, “thinking”, “creating”, and “feeling” functions. Weekly discussions and course projects are all designed to target these domains and functions to encourage development and growth in all of these areas. This class is also built on a constructivist and social learning model, wherein students are expected to learn from the textbook, from the instructor, and from each other. This is accomplished through a reciprocal social interaction process where students contribute their understanding and knowledge to each other, thus enhancing the overall understanding of everyone in the class and allowing everyone to construct a more solid base of knowledge than would otherwise be possible.

**Attendance Policy:**

Course attendance is strongly encouraged as active engagement in the course with others in the learning community is the only way in which maximal learning will occur. It is expected that students have read the textbook prior to coming to class, so textbook information is not ‘covered’ in class, rather class time is spent to clarify portions of that material that were confusing, to make connections among the material, and to extend concepts. As a result, there is no substitute for regular class attendance.

**Course Assignments:**

1. **Paragraph & Question (P&Q) Papers:** Each week for weeks 2 through 10, students will write a Paragraph and Question paper. These papers summarize the main points of the readings for that week in one paragraph, reflect on how the readings connect to personal experience and how they might connect to career in a second paragraph. Additional paragraphs may be included. Then, students will include at least one thoughtful discussion question they would like to discuss in class. These can be questions they would like the class to consider about connecting ideas, how different concepts relate to one another, how concepts relate to life application, career, or simply clarifying ideas, but should be thoughtful and appropriate questions. These Paragraph and Question papers will be brought to class each week and students will bring their discussion questions up during class discussions, and the papers turned in at the end of class.
2. **Social Structure Analysis**: Students will complete a Social Structure analysis of one of the major societal issues addressed in the class: Sex/Gender, Race/Ethnicity, Religion/Spirituality, Power/Oppression. This analysis will be expected to include elements of research, reflection, and creative application. This project will begin in week 2 and continue for the duration of the semester in steps that allow for continuous instructor feedback and tend to lead to a better end product for students. This analysis will include an analysis of the social issue, how it relates to social structures, what the implications of this societal structure are, and how this relates to the career of the student. There are two options for this project: A library research option, or a personal interview research option. Details are found in the Project Assignment and Rubrics.
3. **Final Exam**: This course includes a comprehensive final exam, in essay format. This exam focuses on application-oriented questions rather than fact-memorization questions and will be completed during the final class period.

**Grading Structure/Requirements:**

The grading structure is as follows:

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| --- | --- |
| **Assignment Type** | **Total Points Possible** |
| Analyses (Social Structure Analysis Paper) | 20% |
| Written Assignments (Social Structure Analysis Project Parts) | 30% |
| Quizzes (P&Q Papers) | 30% |
| Final Exam | 20% |
| **TOTAL** | **100%** |

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| --- | --- | --- |
| A | 90-100% | 4.0 |
| B+ | 85-89% | 3.5 |
| B | 80-84% | 3.0 |
| C+ | 75-79% | 2.5 |
| C | 70-74% | 2.0 |
| D+ | 65-69% | 1.5 |
| D | 60-64% | 1.0 |
| F | <60% | 0.0 |

**Course Calendar:**

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| --- | --- | --- | --- |
| **Week** | **Readings** | **Content** | **Assignments** |
| 1  9-14-11 | Chapter 1 and Selected Readings | Introductions, Overview of Sociology, Theoretical Perspectives in Research |  |
| 2  9-21-11 | Chapter 2 and Selected Readings | What is Society? How Did We Get It? Culture and Theories of Socialization | P&Q Due at the beginning of class  **Project Part 1 Due** |
| 3  9-28-11 | Chapter 3 and Selected Readings | How Is Society Perpetuated? Socialization and Hegemony | P&Q Due at the beginning of class |
| 4  10-5-11 | Chapter 4 and Selected Readings | The Structure of Society, and the Reasons for Societal Structure | P&Q Due at the beginning of class  **Project Part 2 Due** |
| 5  10-12-11 | Chapter 6 and Selected Readings | Social Control: What is it, and Why Does it Happen? | P&Q Due at the beginning of class |
| 6  10-19-11 | Chapter 5 and Selected Readings | Socially Constructed Meanings in Human Interaction | P&Q Due at the beginning of class  **Project Part 3 Due** |
| 7  10-26-11 | Chapter 8 and Selected Readings | Social Constructions of Sex and Gender | P&Q Due at the beginning of class |
| 8  11-2-11 | Chapter 9 and Selected Readings | Social Constructions of Race and Ethnicity | P&Q Due at the beginning of class  **Project Part 4 Due** |
| 9  11-9-11 | Selected Readings | Social Constructions around Spirituality and Religiosity | P&Q Due at the beginning of class |
| 10  11-16-11 | Chapter 7 and Selected Readings | Social Constructions of Human Worth | P&Q Due at the beginning of class |
| 11  11-23-11 | No Readings | Final Exam | **Project Part 5 (Final Project) Due** |
| 12  11-30-11 | N/A | Class held only if needed due to cancellations | N/A |

**Possible Changes to the Syllabus:**

This syllabus is your contract for production in the course. If changes are made to it they will be distributed in class. No changes increasing requirements will be made as they might adversely affect your grade.

**EXTRA CREDIT POLICY:**

There are two ways to earn extra credit in this course:

1. **Guest Reflections:** There are several occasions throughout the semester when guest experts will visit our class. Students may write a short reflection following their visit (two paragraphs or so) about what they gained from interacting with the guest expert. **Each guest reflection is worth 10 points of extra credit. Students are STRONGLY encouraged to write guest reflections.**
2. **Perfect Attendance**: Students may earn extra credit for perfect attendance. This is an incentive because the majority of learning in this class will be a result of in-class discussions and interaction. So, being in class is the most important part of the class experience. Students missing zero days of class will be eligible for 20 points of extra credit. Students missing one day of class will be eligible for 10 points of extra credit.
3. **Special Note**: **Students missing 4 or more days of class (37% of the total course) will not be eligible for any extra credit in the course.**

**LATE WORK POLICY:**

In general, work is due on the day it is listed in the syllabus. P&Q papers may be made up for 50% credit after the day of class for the next two class meetings. After that they will not be accepted for credit. For the Societal Structure Analysis components, it is essential that all components be turned in on time. This is because the project is structured to allow time for each part to be graded, and then for you to get feedback before turning in the next part. If you do not adhere to that timetable, feedback won’t be possible and your project will suffer. Therefore, if you do not turn in any part of the project on time, you will need to meet individually with the instructor to construct a plan of how you will complete the project.