

SOCIOLOGY 151-C: PRINCIPLES OF SOCIOLOGY

Spring 2009, Tu/Th 12:00 PM - 1:15 PM
024 MANCHESTER HALL

Instructor: Dr. David Yamane, Associate Professor of Sociology

Office: 232 Carswell Hall

Phone: 758-3260

E-mail: yamaned@wfu.edu

Office Hours: Tuesday/Thursday, 1:30 pm - 2:30pm, or by appointment

Course Web Page: <http://www.wfu.edu/~yamaned/teaching/151/index.html>

On-Line Schedule: <http://www.wfu.edu/~yamaned/teaching/151/schedule.html>

(Note: The schedule on this syllabus is likely to get out of date quickly, so please check the on-line schedule for the most up-to-date course information.)

AN INVITATION TO SOCIOLOGY

Sociologists like to watch people do things with and to one another, and then try to explain how and why they do them. We are the voyeurs of social life. This course invites you to become part of this sociological enterprise of observing and explaining the social world.

Although it is not shown in the course schedule, *there is a lab associated with this class* – it is called “your life.” Sociology is the study of social relationships and all of our lives are entangled in social relationships. We seek and long for relationships. We survive and thrive through relationships. We suffer and even die because of relationships. We are trapped and freed by relationships.

In the end, we are never outside of social relationships. This course, then, invites you to join a *conversation* about your life and the world you live in: your family and friends, class and community, clubs and teams, culture and nation, and in the end, all of humanity.

One person talking (for example, your professor) does not a conversation make. This invitation, therefore, requires an active commitment by you to hold up your end of the conversation.

This conversation is not a random “bull” session, either. To make the most of our 2.5 hours together each week, you will need to assiduously prepare for each and every class to make our conversation fruitful.

By enrolling in this course, you accept this invitation to sociology – to a conversation about the social relationships that constitute who you are – and the commitments associated with it. Are you up to the task? If so, welcome to sociology!

REQUIRED TEXT

David Newman, *Sociology: Exploring the Architecture of Everyday Life*, Sixth Edition (Thousand Oaks, CA: Pine Forge Press, 2006).

COURSE REQUIREMENTS IN BRIEF

There are 100 total points which can be earned in this class. They are distributed as follows:

- | | |
|--|---------------------|
| 1. Class Participation (25 pts) | 4. Exam #1 (10 pts) |
| 2. Course Preparation Assignments (20 pts) | 5. Exam #2 (15 pts) |
| 3. Discussion Questions (10 pts) | 6. Exam #3 (20 pts) |
| [55% of total] | [45% of total] |

GRADES

The scale for grades based on the number of points earned over the course of the semester is as follows:

Exceptionally High Achievement

A: 96-100

Superior

A-: 92-95

B+: 89-91

B: 86-88

Satisfactory

B-: 82-85

C+: 79-81

C: 76-78

Passing But Unsatisfactory

C-: 72-75

D+: 69-71

D: 66-68

D-: 62-65

Failure

F: Less than 62

CLASS RULES

- (1) **Do** use the following in class: course textbook, paper, writing instruments, your brain.
- (2) **Do not** use the following in class: laptop computers, cell phones, PDAs, etc.

MAS VALE PREVENIR QUE LAMENTAR

It is better to *prevent* problems than to *lament* them once they occur. Similarly, it is easier to *prevent* problems than to *undo* them once they are done. So please be in touch with me early and often and as much as necessary to prevent problems. My door is always open to you.

COURSE REQUIREMENTS EXPLANATION TABLE

Assignment	Value	Rationale	Description and Grading
Class Participation	25%	This course invites you to be an active participant in a conversation, not a passive recipient of a monologue. According to higher education researcher Alexander Astin, "The theory... <i>students learn by becoming involved...</i> seems to explain most of the empirical knowledge gained over the years about environmental influences on student development. ... What I mean by involvement is neither mysterious nor esoteric. Quite simply, student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience."	<p>As in life, you do not get credit in this class just for showing up. You must participate thoughtfully, actively, and regularly in our class discussions. Grading criteria are:</p> <p><u>Inactive (0 pts)</u>: If you do not participate in the class discussions, you will receive 0 points and then the maximum number of points you can earn in this class will be 75, which is a "C-", and only if you get perfect marks on everything else. It is that important.</p> <p><u>Lowest level (1-7 pts)</u>: Present, not disruptive. Tries to respond when called on but does not offer much. Demonstrates very infrequent involvement in discussion.</p> <p><u>Low middle (8-13 pts)</u>: Demonstrates adequate preparation: knows basic reading facts, but does not show evidence of trying to interpret or analyze them. Offers straightforward information, without elaboration or very infrequently. Demonstrates sporadic involvement.</p> <p><u>High middle (14-19 pts)</u>: Demonstrates good preparation: knows reading facts well, has thought through implications of them. Offers interpretations and analysis of course material (more than just facts) to class. Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. Demonstrates consistent ongoing involvement.</p> <p><u>Highest level (20-25 pts)</u>: Demonstrates excellent preparation. Offers analysis, synthesis, and evaluation of course material. Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, suggests alternative ways of approaching material, etc. Demonstrates ongoing very active involvement.</p>
Course Preparation Assignments	20%	Because engaging the course materials is a prerequisite of thoughtful participation, I need a mechanism and inducement to get you to read and think about the course materials in advance of our class meetings. That is the purpose of these assignments.	<p>I will provide various written assignments for you to complete which will be due at the beginning of class. The assignments will be made available on the course web site. You will bring two copies of your type-written/printed assignment to class: one for the instructor and one for you to refer to in class.</p> <p>Grading: These assignments will be graded as either satisfactory ("credit") or unsatisfactory ("no credit"). If what you submit reflects a serious attempt to complete the assignment, you will receive credit. If not, you will receive one warning and an opportunity to submit a revised version of the assignment in question before being given no credit on the next unsatisfactory assignment.</p> <p>There are 21 opportunities to submit these assignments and each satisfactory assignment is worth one (1) point. If you complete 17 or more of the assignments, you will receive 20 points. This bonus system is meant to provide you with a generous margin of error in case you miss class, get sick, etc. Therefore, please do not ask for further consideration.</p>

Assignment	Value	Rationale	Description and Grading	
Discussion Questions	10%	The intellectual life of the university is about <i>inquiry</i> leading to <i>discovery</i> . In school, we often focus on the discoveries – the answers. But there can be no discovery without inquiry – the questions. This assignment encourages you to take a moment in your preparation for each class to practice inquiry by formulating a question. The question can be related specifically to the course material you are studying, or it can be a more general question you have about the topic.	<p>Your question need not be profound. It need only be authentic.</p> <p>In order to get credit, you need to present your question (on the “Question Log” that will be provided) at the <i>beginning</i> of each class. The question will be stamped, indicating that you receive credit for the question.</p> <p>If you lose your question log, you are SOL. Don't do it.</p>	You will earn 0.5 points for each question you bring to class (1 question per class), up to a total of 20 questions. Although the quality of the questions will not be assessed in the grading, I will randomly call on students during each class to ask their questions, so please don't embarrass yourself or me with unthoughtful questions.
Exam 1 (Chs 1-2, 4)	10%	One definition of “examine” is to inspect closely in order to determine progress. In these three exams, I am inspecting you to see the progress you are making in the sociological enterprise.	These in-class exams will require you to respond to 2 short answer questions (you will choose from 3 possible questions).	Each response will be worth 5 points, for a total of 10 points.
Exam 2 (Chs 5-8)	15%	The increasing point value for these exams does not reflect their increasing difficulty or comprehensiveness. Rather, it accounts for the learning curve you must go through to figure out how to prepare for, take, and do well on the exams.	Please note: <i>missed exams cannot be made-up except under extreme circumstances such as serious illness or a death in the family.</i>	Each response will be worth 7.5 points, for a total of 15 points.
Exam 3 (Chs 10-12)	20%			Each response will be worth 10 points, for a total of 20 points.

General Note: Please keep a copy of every assignment you turn-in and everything that is returned to you graded in case of a clerical error on the part of the instructor, a loss of information stored electronically, or a dog eating the instructor's grade sheet.

COURSE SCHEDULE

NOTE: Visit the course web site to retrieve the course preparation assignments (“CPA”)!!!

WEEK OF...	TUESDAY	THURSDAY
January 12	WELCOME	
		Welcome, Syllabus Review, Introductions
January 19	HOOP DREAMS AND THE SOCIOLOGICAL IMAGINATION	
	<p>***<u>MONDAY, JAN. 19, 8-10PM: Movie viewing in 208 Carswell Hall</u></p> <p>Tuesday: Finish Movie</p>	<p>Read: Newman, Ch. 1; CPA #1 Due</p> <p>Opening Discussion of “Hoop Dreams” and the Sociological Imagination</p>
January 26	SOCIOLOGY: TAKING A NEW LOOK AT A FAMILIAR WORLD	
	Ch. 1 continued; CPA #2 Due	Ch. 1 continued
February 2	SEEING AND THINKING SOCIOLOGICALLY	
	Read: Newman, Ch. 2; CPA #3 Due	Ch. 2 continued; CPA #4 Due
February 9	BUILDING ORDER: CULTURE AND HISTORY	
	Read: Newman, Ch. 4; CPA #5 Due	Ch. 4 continued; CPA #6 Due
February 16	EXAM WEEK: NO NEW MATERIAL	
	Exam Review: Bring Questions	EXAM #1 (Chs. 1-2, 4)
February 23	BUILDING IDENTITY: SOCIALIZATION	
	Read: Newman, Ch. 5; CPA #7 Due	Ch. 5 continued; CPA #8 Due
March 2	BUILDING IMAGE: THE PRESENTATION OF SELF	
	Read: Newman, Ch. 6; CPA #9 Due	Ch. 6 continued; CPA #10 Due
March 9	SPRING BREAK	
March 16	CONSTRUCTING DIFFERENCE: SOCIAL DEVIANCE	
	Read: Newman, Ch. 7; CPA #11 Due	Ch. 7 continued; CPA #12 Due
March 23	BUILDING SOCIAL RELATIONSHIPS: INTIMACY AND FAMILIES	
	Read: Newman, Ch. 8; CPA #13 Due	Ch. 8 continued; CPA #14 Due
March 30	EXAM WEEK: NO NEW MATERIAL	
	Exam Review: Bring questions	EXAM #2 (Chs. 5-8)
April 6	THE ARCHITECTURE OF STRATIFICATION: CLASS & INEQUALITY	

WEEK OF...	TUESDAY	THURSDAY
	Read: Newman, Ch. 10; CPA #15 Due	Ch. 10 continued; CPA #16 Due
April 13	<i>THE ARCHITECTURE OF INEQUALITY: RACE AND ETHNICITY</i>	
	Read: Newman, Ch. 11; CPA #17 Due	Ch. 11 continued; CPA #18 Due
April 20	<i>THE ARCHITECTURE OF INEQUALITY: SEX AND GENDER</i>	
	Read: Newman, Ch. 12; CPA #19 Due	Ch. 12 continued; CPA #20 Due Extra Credit or Bonus CPA #21 Due
April 27	<i>FINALE</i>	
	Exam Review: Bring Questions	

EXAM #3 (Chs. 10-12): DAY/TIME T.B.A.