



northern *State* university

Course Number and Title: Introduction to Sociology
SOC-100-N03 MWF 11-11:50AM, NMJ 307
Term: Fall 2015

Instructor Information

Instructor Name: Kristi Brownfield
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Other times available by appointment

Course Information

Catalog Description: Comprehensive study of society, with analysis of group life, and other forces shaping human behavior. The methods, concepts, and applications of sociological knowledge emphasizing culture, interaction, groups, institutions, order, and change.

Course Prerequisites: None

Required Textbooks and Materials:

Giddens, Anthony, Mitchell Duneier, Richard P. Appelbaum, and Deborah Carr. 2015. *Essentials of Sociology*. New York: W.W. Norton & Company, INC.

Nakamura, Lisa. 2008. *Digitizing Race: Visual Cultures of the Internet*. Minneapolis: University of Minnesota Press.

The Giddens et al. text, *Essentials of Sociology*, will be your primary textbook throughout the class. You will NEED to get a copy of this book to pass the class. The Nakamura book you will need to read to complete a writing assignment. However owning the books is not necessary so long as you are able to get copies to read (e.g., from the library, from a friend, etc.).

Response Time Expectations

E-mail Response Times: M-F: Within 12 hours
Weekends: Within 24 hours

Grading Response Times: 24-48 hours

Course Goals and Objectives

The goals for this course are:

Students will be able to: (a) demonstrate knowledge of basic sociological concepts about social processes (e.g., socialization, deviance, social control, and stratification by class, gender, and race) and social institutions (e.g., the family, religion, and the state); (b) summarize theoretical or explanatory arguments in sociology; (c) apply these arguments to contemporary events or personal experience; and (d) display knowledge of cultural, class, religious, and other differences within and between societies.

The objectives for this course are:

You will be able to understand the methods, concepts, and applications of sociological knowledge emphasizing culture, interaction, groups, institutions, order, and change. Sociology is something you have been and will be doing your entire life – even if you didn't know it! Sociology is the study of people, groups, interaction, and the things people produce. That means anytime you ask a question – from “why was the new Transformers movie so bad?” to “why do women get paid less than men?” – you are engaging in Sociology. This class is about realizing what you've always been doing and learning how to do it more frequently.

Instructional Methods

This is a writing intensive class. Class time will be spent in discussion, during which we concern ourselves with understanding the readings and with learning how to "read" and analyze all sorts of other things, including snapshots, ads, fashion, grocery store shelves, rock videos, public performances, social norms, blockbuster movies, and Starbucks—to name just a few!

In order to be prepared for class, thus, you will need to spend your time outside of class doing a lot more than just reading. You will need to be writing and also be "out-in-the-world" doing some data collection of your own. You will also need a ways to take pictures that can be shared with the class. A camera, or a cell phone equipped with a camera, will do nicely.

Electronics are welcome and, on some days, will be encouraged in this class. However, your electronics use should be *related to* this class and should not be disruptive to other students. This means please turn off cell phone ringers. Do not play music or videos. No headphones. Be respectful of the classroom as a learning environment. Please note that if you're being disruptive or I notice your inattention you will be required to write a thousand-word essay about a sociological concept of my choosing.

Attendance Policy

The attendance policy for this course is: I expect students to attend class every day and to come to class on Mondays having reviewed the assigned readings for that week, which we will discuss as the week progresses. I keep track of attendance, participation in classroom discussions, and visits to my office, all of which I take into consideration if your final grade is borderline. The more often you are here, participate, and come see me if needed, the more likely I am to raise a

borderline grade. The more frequently you are absent without telling me why, or you come in late, the less likely I am to raise a borderline grade.

Do not be late for class. Being late is disruptive and disrespectful. If you are not on time, you will not be recorded on the attendance sheet and will receive an absence. If you have a legitimate concern about being on time regularly, please come talk to me as soon as possible!

All students are required to complete the online “Attendance Confirmation” through WebAdvisor at the start of the fall and spring semester. No Financial Aid refunds will be processed until Attendance Confirmation is completed and registrations will be cancelled if not done by Friday, September 4, 2015.

Tuition and fees must be paid in full by Friday, September 4, 2015.

Please contact the Finance Office in the Krikac Administration Building, (605)626-2566 or email nsustudentaccounts@northern.edu if you have any questions.

Academic Success Support/Starfish

As your instructor, I am personally committed to supporting YOUR academic success in this course. For that reason, if you demonstrate any academic performance or behavioral problems which may impede your success, I will personally discuss and attempt to resolve the issue with you. I may also refer your case using Starfish, which is an online student success program. Starfish will allow me to send you various performance updates, concerns, and referrals. If you receive a “flag” in Starfish, please come see me or seek assistance and support from your advisor or other resource staff member on campus. Please make sure to update your Starfish profile at the beginning of each semester (including a photo and up-to-date contact information). The Starfish link is located in D2L at the very top left corner of the homepage. My goal is to make your learning experience in this course as meaningful and successful as possible.

If you have questions regarding Starfish, please contact the Student Success Center at 605.626.2633 or studentsuccess@northern.edu.

Academic Dishonesty

Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State University's policy and procedures on cheating and academic dishonesty as outlined in the Northern State University Student Handbook apply to this course. The consequences for cheating and academic dishonesty in this class include receiving no or reduced credit for the assignment and failing the course. Students may also fail the course after receiving failing or reduced grades for affected assignments.

Above all, be sure that everything you write is in your own words. When you do use the words and ideas of others, cite them properly. Passing other's words and ideas off as your own is dishonest and the essence of plagiarism. Stick to your primary sources, and your analysis of them, and you'll be fine. See Chapter 3 of Storey and the Northern State University Student Handbook regarding plagiarism and other forms of academic dishonesty. The consequence for cheating and academic dishonesty in this class is failing the course

Evaluation and Assignments

Exam 1: 60 points

Exam 2: 60 points

Exam 3: 60 points

Reading Responses: 10 points each x 12 times = 120 points

Analysis Papers: 30 points each x 3 times = 90 points

Presentations: 30 points each x 2 presentations = 60 points

Total possible points: 450 points

Grading Scale:

405 or above – A

360 to 404 – B

315 to 359 – C

270 to 314 – D

269 or below – F

Exams:

You will have three exams throughout the class, each worth sixty points. The exams will be taken in class and you will be given an hour to complete each. Exams will be multiple choice, true/false, and short answer. Exams will be given:

Exam 1: September 25

Exam 2: November 6

Exam 3: TBD (either December 7 or during the scheduled final exam period)

Reading Responses:

Students are expected to finish all the readings before class and participate in the discussion of the reading materials in class. In addition to in class discussions, the readings will be posted weekly on the class D2L site. Everyone is expected to a 200-word response analyzing aspects of the readings due by 12pm on Fridays. Some suggested topics to write about:

- Questions the readings raised for you

- Videos, articles, or other interesting internet-based material that is related to the readings (along with a discussion of how they are related)

- Applying sociological theories and ideas in the readings to gender in your life (e.g., how you act, popular culture you consume, etc.)

- Responses and thoughts – connected to the readings – to things other people have posted to the group

You are required to post to a reading response at least twelve times over the course of the semester. These assignments are read and will be given comments to help you improve your analytical abilities but will be solely graded on the following criteria:

- (a) Does the writing assignment meet the required length?
- (b) Does the writing assignment address the prompt?

If both (a) and (b) are complete, you will receive the full ten points. If, for example, (b) is complete but you only write 180 words, you will receive partial credit. If (a) is complete but your writing does not address the topic, you will receive partial credit. You will receive a zero for weeks in which the assignment is not completed. The most credit you can receive for completing these assignments is 120 points so any responses beyond the twelve will be read but left ungraded.

Analysis Papers:

There will be three short writing assignments throughout the semester. You will be asked to apply concepts you've learned in class to one sociological text and two pieces of pop culture. Questions that might be asked include: (a) what concepts are present? (b) why do you think so? (c) how does it affect your understanding of the books? (d) how are these books "sociological"?

Your analyses will be due:

Sociological Text:

- (a) Nakamura, Lisa. 2008. *Digitizing Race: Visual Cultures of the Internet*. Minneapolis: University of Minnesota Press. Due October 9

Pop Culture Works:

- (a) *Blazing Saddles* (1974, Mel Brooks): Due September 11
- (b) *Snowpiecer* (2013, Joon-ho Bong): Due November 20

Presentations:

You will be asked to give two presentations throughout the course of the semester: a short, 3-5 minute presentation and a longer 5-7 minute presentation. These presentations will be timed so please make sure you are prepared.

The first presentation will be on an element of popular culture relating specifically to the concept we are discussing that week (e.g., gender, race, culture, social norms, etc.) you wish to share with the class. This could be a clip from a movie, a segment from a television show, song lyrics, a book, advertising, a set of clothing or an outfit, or even a video game. Your presentation should include a sample from your source (lasting no more than 90 seconds if this is a video clip) and then a short discussion of: (1) how your element relates to the course and (2) what you thought of the element. I will demonstrate the format during the first week of class. Time during class on Fridays will be set aside for presentations. I will ask for volunteers to go the third week (09/11/2015) and will assign students a date after that.

You will work on your longer presentations as a pair and they will follow the same format as the individual presentations, but I will assign each pair a particular concept we have or will have discussed in the course. Students must then find an element they think is a good example of that concept. So, for example, if you are assigned the concept of “power,” you might want to talk about the presentation of a president on the television show *24*. In your presentation, your group must discuss: (1) a brief introduction to the element, (2) a brief introduction and discussion of the concept, and (3) how the element you chose illustrates the concept. These presentations will take place during the second half of the semester.

At the time you are scheduled to present you must turn in a typed sheet of paper with your name, the element you are presenting (with appropriate links, if it is available online), and a brief (no more than a paragraph) summary of your presentation.

I ask that students turn their work in digitally through D2L. If you have issues uploading or accessing D2L, you may also email an attached copy of your work to [kristi.brownfield@northern.edu]. All work should be sent by 9:00am on the day that it is due. Assignments should be turned in as PDF or Word (.doc or .docx) files. No other formats will be accepted.

Student Expectations

It is vitally important that you play an active role in the learning process. As a result, your participation in class discussions threads is required.

The 4 P’s of student involvement in class are:

1. Preparation (read the assigned material)
2. Presence (routinely log in to D2L and attend class)
3. Promptness (post thoughts, ideas, comments, etc. regularly) and
4. Participation (get actively involved).

The student is expected to participate in the course via e-mail exchanges (or other communication) with the instructor, by reading the assigned readings, submitting comments to the discussion forums, submitting assignments, and completing assignments in a timely fashion. Students are expected to check their e-mails daily and the announcements at least every 48 hours.

ADA Statement

ADA Statement: Northern State University is committed to providing reasonable accommodation for students with physical, learning, mental health and/or other types of disabilities. Accommodations for students with disabilities are made only in consultation with the Director of Disability Services. If you believe you have a disability, either temporary or permanent, requiring accommodation in this or any course, contact Doris Stusiak (contact information below). NSU can show you how to secure proper documentation and help you arrange appropriate accommodations with your instructors as mandated by the Americans with Disabilities Act.

Doris Stusiak, Director of Disability Services

Student Center Room 240 – 2nd Floor
Phone 605-626-2371
Fax 605-626-3399
Email Doris.Stusiak@northern.edu

Please contact Ms. Stusiak (2371) or email Doris.Stusiak@northern.edu if you have any questions.

Diversity Statement

Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all. During the semester students will be able to share thoughts, opinions, and beliefs about their own experiences. We will also read articles and books that will offer academic perspectives. The differences in these perspectives will add depth and richness to this course. Please be respectful of those differences. Here are some ground rules for discussion I expect people to follow in class:

1. Acknowledge your privilege! We all have advantages and information we have been given that colors our perceptions of the world and how the world works. Understand and acknowledge those privileges, from white privilege, to male privilege, to class privilege, to able-bodied privilege, to heterosexual privilege, and many other types of privileges.
2. Be willing to listen to the perspective of others – *especially* when they come from different backgrounds and experiences.
3. Acknowledge that discrimination – both individual and institutional – exists. Acknowledge that racism, sexism, classism, homophobia, ableism, and other such prejudices exist and affect the lives of people every day.
4. We do not blame victims for their experiences of oppression.
5. We do not demean or put down anyone in this class for their experiences.
6. Anecdotes are not the best form of evidence to use for your claims. Anecdotes are a *type* of evidence and should be judged alongside other evidence such as scientific research or collected testimonials. If your claim begins with “I saw someone once” or “I knew someone who” be ready to back your claim up with other evidence.
7. The classroom will be a safe space to discuss issues that are often sensitive and the cause of strong emotions. If a student within the class makes a comment they do not wish repeated outside of the classroom, please preface your remarks saying so and the class will agree to the student’s wishes.

Freedom in Learning

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for

learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.

Tentative Course Schedule

The tentative schedule for this course is outlined below. Please note, the instructor reserves the right to modify the schedule at any time. ES = Essentials of Sociology

Week One (Aug 24, 26, 28) Course introduction, introduction to Sociology

Readings: ES CH1

Week Two (Aug 31, Sept 2, 4): Culture

Readings: ES CH2

View: Jane Austen Fight Club <https://www.youtube.com/watch?v=InNnf4dI9AE>

Week Three (Sept 9, 11): Culture and Socialization

Readings: ES CH3

View: The 10 Most Important Things They Didn't Teach You in School

[http://www.cracked.com/article_18611_the-10-most-important-things-they-didnt-teach-you-in-school.html]

View: Classic Disney Movies [<http://www.cracked.com/funny-4485-classic-disney-movies/>]

Due: Blazing Saddles Analysis, Sept 11

Week Four (Sept 14, 16, 18): Class Stratification

Readings: ES CH7-8

Read: Class Matters [http://www.nytimes.com/2005/05/15/national/class/OVERVIEW-FINAL.html?_r=1]

Week Five (Sept 21, 23, 25): Race/Ethnicity

Readings: ES CH10

Due: Exam 1, Sept 25

Week Six (Sept 28, 30, Oct 2): Gender

Readings: ES CH9

Week Seven (Oct 5, 7, 9): Conformity, Deviance, Crime, and Punishment

Readings: ES CH6

Read: More women than men being dismissed from the military for being gay

[http://www.cnn.com/2009/US/10/09/military.gays.dismissals/index.html?eref=rss_topstories]

Due: Digitizing Race Analysis, October 9

Week Eight (Oct 14, 16): Families and Intimate Relationships

Readings: ES CH11

Read: A Labor Market Punishing to Mothers

[<http://www.nytimes.com/2010/08/04/business/economy/04leonhardt.html>]

Read: Raising Katie [<http://www.thedailybeast.com/newsweek/2009/04/22/raising-katie.html>]

Week Nine (Oct 19, 21, 23): The Body

Read: ES CH14

View: Onslaught/Beauty Pressure [<http://www.youtube.com/watch?v=Ei6JvK0W60I>]

Week Ten (Oct 26, 28, 30): Education and Religion

Readings: ES CH12

Week Eleven (Nov 2, 4, 6): Politics and the Economy

Readings: ES CH13

Due: Exam 2, Nov 6

Week Twelve (Nov 9, 13): Internet and Technology

Read: ES CH4

Week Thirteen (Nov 16, 18, 20): Globalization

Read: ES CH16

Due: Snowpiercer Analysis, Nov 20

Week Fourteen (Nov 23): Urbanization, Population, and the Environment

Read: ES CH15

Week Fifteen (Nov 30, Dec 2, 4): Synthesis

Week Sixteen (Dec 7): Review / Final Exam