

SOC 302: Introduction to the Study of Society

Unique Course ID: 44040-44065

Spring 2019

Class Meets

Lectures: WHEN:

 WHERE:

Discussion Section: refer to your schedule

Professor: Dr. Robert L. Reece

Office: CLA 3.736

Office hours:

Email: Robert.L.Reece@gmail.com

Phone: 512-232-6318

Teaching Assistants:

Course Description

This course will introduce students to the sociological study of society. It is designed to help students understand the larger factors shaping social life and equip them with the tools to interrogate and comprehend the world around them. The course will introduce basic sociological concepts such as the relationship between the individual and society, the social construction of reality, and the causes and consequences of social inequality along with the methods sociologists use to examine these relationships. We will examine major topics in sociological research, including, but not limited to, inequality, mobility, race and ethnicity, and gender and sexuality. We will explore these topics through a combination of readings, lectures, at-home and in-class documentaries, and discussion sections. Most weeks will consist of one lecture, one in-class documentary, and a discussion section.

There are no prerequisites for this course.

Attendance Policy

I encourage you all to attend class each day. I do not track attendance; however, studies show that class attendance is highly correlated with grades so it is in your best interest to come every day.

Course Materials

I will provide all of your readings through Canvas. ***Please pay attention to page numbers!***

Occasionally, I may ask you to review a video we watched in class or watch another on your own time so become familiar with the video streaming service Kanopy: <https://utexas.kanopystreaming.com/>

Access is available with your UT login information

Assignments and Grading

Reading Quizzes (alternating weeks) – 30%

Every other week (indicated on the syllabus), your TA will issue a quiz at the end of your discussion section. These quizzes will be multiple choice and measure your engagement with the out-of-class texts and in-class content. Each quiz will be five questions.

Discussion Questions (alternating weeks) – 30%

Every other week (indicated on the syllabus) you will complete a two part assignment worth a total of 100 points. 50 points will be based on your submission of three discussion questions to your TA on Canvas by midnight the day before your discussion section (eg, if your discussion is on Friday, submit your questions by midnight Thursday). The questions should demonstrate your knowledge of that week's material or ask for a deeper discussion of one of the week's topics. Avoid generic questions that do not apply specifically to the course material. For example, you may ask which of the social theories we discussed that week seem more relevant to a current event or how that week's topic ties in with a previous week. The remaining 50 points depend on your attendance and participation in the corresponding discussion section. You must submit the questions and participate in class to earn full credit for the week.

Midterm – 20%

The midterm will be a comprehensive exam issued in discussion section, consisting of 20 questions that will be a mix of multiple choice and short answer. The questions will test your knowledge of the core concepts we've covered up until this point and your ability to apply them to real-world situations. I will reserve the Tuesday of the week of the midterm for students to ask any questions they have related to the test or concepts we have covered in class (this is for clarification and elaboration, not for me to repeat an entire lecture because you missed a day of class).

Final – 20%

The final will also be a comprehensive exam of 20 questions, multiple choice and short answer. ***It will be issued in the final discussion section of the semester, NOT during our scheduled finals period.*** Our review for the final will be the Tuesday of that week.

Late Work and Makeup Policy

I understand that sometimes things happen. If you would like to makeup work, you should present formal documentation of these "things" to me and/or your TA within a week of the assignments' due date, and we will schedule a time for your makeup. Out of fairness to the other students, I can't allow you to makeup quizzes after the TAs have returned the correct answers to your section.

Grading Scale

A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D	65%
F<	65%

Course Schedule

Week 1 – January 22 – Introduction and Syllabus

Week 2 – January 29 – What is Sociology? – QUIZ!

Mills – *The Sociological Imagination* – The Promise

Flacks – *Enriching the Sociological Imagination* – Conceptualization of a Sociology for Radicals

Week 3 – February 5 – Methods and Ethics of Social Research – DISCUSSION QUESTIONS!

Henslin – How Sociologists Do Research

Singleton and Straits – *Approaches to Social Research* – Ch.2, pg. 19-40.

Singleton and Straits – *Approaches to Social Research* – Ch.3, pg. 47-63.

Week 4 – February 12 – What is Race? – QUIZ!

Smedley – *Race in North America* – ch. 1

Roberts – *Fatal Invention* – ch. 2

Week 5 – February 19 – Racial Inequality – DISCUSSION QUESTIONS!

Bonilla-Silva 1997 – Rethinking Racism

McIntosh – Unpacking the Invisible Knapsack

Week 6 – February 26 – Gender and Inequality – QUIZ!

Social Justice Advocate's Handbook – A Guide to Gender

Johnson – Patriarchy, the System

Economic Policy Report on the gender pay gap

Week 7 – March 5 – Gender Roles, Sexuality, and Gender Expression – DISCUSSION QUESTIONS!

Intersexion documentary on Kanopy - <https://www.kanopy.com/product/intersexion>

***Week 8 – SXSW – Midterm: March 12
NO CLASS THURSDAY and NO DISCUSSION SECTION***

SPRING BREAK March 18-23 – NO CLASS

Week 9 – March 26 – Class Inequality and Conflict – QUIZ!

Domhoff – *Who Rules America* – Ch.1, pg. 1-17

Economic Policy Institute report on Income Inequality

Congressional Budget Office wealth report

Week 10 – April 2 – Colorism and Skin Tone Stratification – DISCUSSION QUESTIONS!

Margaret 2007 – The Persistent Problem of Colorism

Brown 1999 – *Shades of Brown: the Law of Skin Color: 1531-1557*

Week 11 – April 9 – Fat Stigma and Weight Inequality – QUIZ!

Reece 2017 – Fighting Fat Stigma With Science

Puhl and Heuer 2009 – The Stigma of Obesity

Week 12 – April 16 – Technology and the Digital Divide – DISCUSSION QUESTIONS!

Gudmestad 2006 – Technology and the World Slaves Made

Smith 2018 – The Rural Broadband Divide

Week 13 – April 23 – Space Exploration and Climate Change– QUIZ!

Sadeh – Impacts of the Apollo Program on NASA, the Space Community, and Society – 492-503, 517-530

Impacts of 1.5°C of Global Warming on Natural and Human Systems – 177-181

Vakoch – Mirrors of Our Assumptions

Week 14 – April 30 – Social Movements – DISCUSSION QUESTIONS!

Snow and Soule – *A Primer on Social Movements* – ch.1

Ray and Seamster 2016 – Rethinking Racial Progress

Bell 1991 – Racial Realism

Week 15 – May 7 – Now What?

Bonilla-Silva – *Racism Without Racists* 5th edition – ch. 11

Jones, Haenfler, and Johnson – *The Better World Handbook* – pp 1-12

Final Review: May 9;

Final: May 10

Appendices and Policies

Student Rights & Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others. Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

Personal Pronoun

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. We will gladly honor your request to address you by an alternate name or gender pronoun. Please advise us of this preference early in the semester so that we may make appropriate changes to our records.

University Policies

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity."

Plagiarism is taken very seriously at UT. Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address:

http://deanofstudents.utexas.edu/sjs/acint_student.php

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see:

<http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

University Resources for Students

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact

Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329- 3986 (video phone).

<http://ddce.utexas.edu/disability/about/>

Counseling and Mental Health Center

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. <http://www.cmhc.utexas.edu/individualcounseling.html>

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

Important Safety Information:

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at:
www.utexas.edu/emergency