

SOC 1010-001 Introduction to Sociology

Fall 2020 Hybrid & IVC
TUESDAY/THURSDAY 10:45-12:05pm
UNION BALLROOM AND CANVAS

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Face Coverings

Based on CDC guidelines, the university requires everyone to wear face coverings in shared public spaces on campus, including our classroom. As a reminder, when I wear a face covering, I am protecting you. When you wear a face covering, you are protecting me and all of your classmates. If you forget your face covering, I will ask you to leave class to retrieve it. If you repeatedly fail to wear a face covering in class, I will refer you to the Dean of Students for a possible violation of the Student Code. Note that some students may qualify for accommodations through the Americans with Disabilities Act (ADA). If you think you meet these criteria and desire an exception to the face covering policy, contact the Center for Disability and Access (CDA). Accommodations should be obtained prior to the first day of class so that I am notified by CDA of any students who are not required to wear a face covering. **Please note that face shields alone are not an acceptable form of face covering unless also worn with a covering or mask for the nose and mouth.**

The University is also asking all students to **stay home if you are feeling sick**. Please prioritize your own health and the health and safety of your family and loved ones over coming to class.

Please also remember to **practice appropriate personal hygiene** to reduce transmission of the virus, including **washing your hands** and **using hand sanitizer**, which will be available in the Union at “sanitizing stations”.

If a student has **tested positive** for COVID-19 they must self-report through this website: coronavirus.utah.edu

Course Description

When classes rise or fall, a person is employed or unemployed; when the rate of investment goes up or down, a person takes new heart or goes broke. When wars happen, an insurance salesperson becomes a rocket launcher; a store clerk, a radar operator; a wife or husband lives alone; a child grows up without a parent. Neither the life of an individual nor the history of a society can be understood without understanding both.

C. Wright Mills

It seems fitting to begin this course with a contemporary image and also with a quote from a famous sociologist who wrote “The Promise,” in the early 1960s. The image is artwork by Banksy titled “Game Changer.” It is a pledge, a plea, a portent to remind us that we live in a very real world and we are going to stay grounded in this class—we will shed pretense and fronts and go to ground. On the other hand, the quote is a foreshadowing as well and telling in several notable ways. It reflects momentous and yet almost commonplace societal changes—wars, for example, were as common in the 1960s as they are today. Moreover, it reflects a specific standpoint on the world, which we will be discussing

consistently in the class. This critical and disciplinary standpoint is willing to take on societal issues head on whether large or small, great or humble, from the crash of global markets to the life of a child.



This course will explore the world we live in every day with a view to unpacking that world. We are all born into some setting that engages with us all the time, yet we don't always call it our **culture** or **society** or how such entities express **norms** or **roles**. We all interact with people around us whether parents or siblings, teachers or friends, teams or work groups, yet we don't always discuss these relationships in terms of **socialization** or **face saving** or how they are **instrumental** or **expressive**. Sometimes we observe people behaving in ways that shock us such as news stories about murder or rape or child abuse, yet we don't necessarily consider how these behaviors are shaped by **gender roles** or **patriarchy**. We may notice movements like *Black Lives Matter* in the media, but not fully understand issues such as **structural discrimination** or **racial profiling**.

Fundamentally, this course will explore and ground us in the field of sociology—a broad field that we will only barely introduce in our sixteen weeks together. We'll start with the basics—what is a sociological imagination, culture and social structure, socialization, groups and institutions? From there we'll look at sociological areas of focus such as deviance, racial inequity, and gender inequity, followed by social institutions such as family, religion, and health. Finally, we'll conclude with the topic of social change that introduces us to transformational processes with implications for the physical environment and sustainability, technological innovation and social media, as well as collective movements and behaviors from fashions to revolutions. In all, we will be looking at everything that is already part of our lives, but interestingly, it will look very different from a sociological imagination. It will be old and new, dated and fresh, all at the same time. Let us begin.

Course Objectives

At the end of this course, students will be able to:

- **Explain** a working definition of sociology that makes sense to you
- **Describe** what sociologists do and why
- **Describe** how sociologists view the social world beginning with larger social constructions like human societies and social structures and working through smaller social constructions like individual socialization patterns and dyads (couples)
- **Describe** how sociologists view social contingencies such as deviance, stratification, and inequity
- **Describe** how sociologists explore social change or transformational processes with implications for the environment and sustainability, technological innovation and social media
- **Apply** critical thinking to the discipline of Sociology in relation to society and other disciplines

General Education/Bachelor Degree Requirement Designation

This course meets the Social and Behavioral Sciences Foundation Intellectual Explorations (BF) requirement.

Hybrid & IVC

This course is a **Hybrid & IVC** (Interactive Video Conferencing) designated course, which means a mixture of in-person and synchronous online modalities will be used. Specifically, our class will meet on **Tuesdays and Thursdays** from **10:45-12:05am**, sometimes in the **Union Ballroom** and sometimes **on Zoom in Canvas**. I will **describe below** how this will work, but I apologize from the outset if our class schedule is not going to work as well with your personal schedules. As a result of epidemiological studies, the University recently rolled out **new mandates** regarding **class sizes** which necessitated changes to our class schedule. If any of you have **conflicts** with the class schedule, keep in mind that **our entire course** will be **accessible online**—videotaped and recorded to view later, recorded on zoom, or simply taped and posted in Canvas. Let us break this down in a bit more detail.

Meeting In-Person. As far as we know, **all class days**—with the exception of those that fall between Sept 28-Oct 10 and Nov 30-Dec 3—will be held **in-person** in the **Union Ballroom**. As a response to guidelines asking us to reduce class sizes, our class will be **divided** into **two groups**—**Group 1** and **Group 2**—that will meet on **alternating class days**. Lectures will **not be repeated** on alternate days—there will be **unique lectures** each day. Whether you are in Group 1 or Group 2, you will have an **assigned seat** for the semester—something we were asked to do for **contact tracing purposes**. Look for an **announcement** in Canvas that **assigns** you to one of the groups.

Meeting on Zoom in Canvas. We are **certain** that **all class days** that fall **between Sept 28-Oct 10** and **Nov 30-Dec 3**, we will meet on **Zoom in Canvas**. Between those dates, the entire campus will shift to **online** learning. When we meet on Zoom in Canvas, we may meet in your **separate groups** or as an **entire class**. Keep track of **announcements** in **Canvas** to let you know if we will meet in **separate groups or together** and if we need to shift more classes to **Zoom in Canvas**.

Attendance in this class, both in-person and on zoom, is **strongly encouraged** to foster a better learning environment, but please remember to stay at home if you are not feeling well.

Pre-recorded Lectures. There may be some days when the class will be taught **asynchronously** as pre-recorded lectures to be posted in Canvas. If this happens, students will receive an **announcement** in **Canvas**.

Canvas and CIS. All **assignments, exams, and announcements** will be accessible in **Canvas** throughout the course of the semester. It would be wise to sign into **Canvas** through the **Campus Information System (CIS) as soon as you can** to access the course. The [Canvas Getting Started Guide for Students](#) can be helpful.

Teaching Assistants

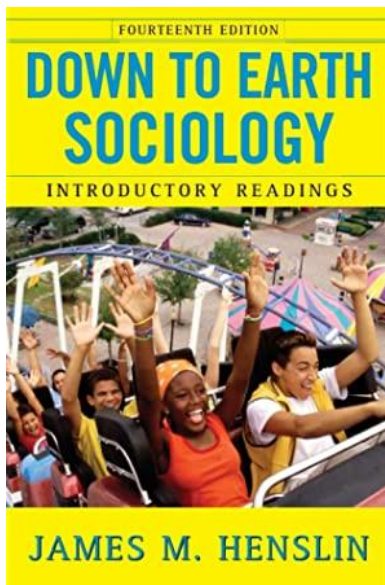
Undergraduate and/or graduate Teaching Assistants or TAs are assigned to this course. TAs do not grade, but review and advise on student work, and may be helpful in other ways to students. TAs will have access to Canvas information such as grades and assignments. Each TA has signed a confidentiality agreement and is therefore bound by University policy and the Student Code to hold all student information confidential.

Student Names & Personal Pronouns

Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the student profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, etc... Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.

Important to Know

Our class assignments often involve the sharing of personal experiences in essays and papers. This is a natural outcome of discussing issues of race, class, gender, and sexuality, but also just discussing personal and family histories. If shared personal experiences that students include in class assignments involve rape, sexual assault or sexual violence, I am required by law to report them to the Office of Equal Opportunity. This is not to discourage these confidences at all, but to offer students options and resources from that office. If a student wishes to ignore email correspondence from the OEO office, that's fine. It's all up to the student what they do with that information. I just want to be upfront about these matters.



Required Text

James M. Henslin. 2007. *Down to Earth Sociology: Introductory Readings*, 14th edition. Free Press: New York.

Each section of the class requires specific readings from the Henslin text. Readings are numbered in the Course Outline as they are in the Henslin text and are not always in order. You can also find a full list of the readings in the last pages of the syllabus. Readings should be read by the earliest date at which the reading is listed.

Students can order the Henslin text through the **Campus Bookstore** for curbside pickup or have it delivered by mail. Students can also order the book through **Amazon, Goodreads, etc...**

Class Work

The major tasks of this class include three exams, two essay assignments, and group discussion assignments. In the interest of clarity, let us further break down the components of the grade.

Group Discussions

Near the beginning of the semester, students will be sorted into groups and required to engage in discussions with their assigned group in Canvas over the course of the semester. These discussions will consist of online posts in Canvas, not Zoom meetings. Group discussions should be just that—students will be required to respond to each other's posts. Discussion questions and prompts will vary depending on the section of the course we are covering. All group discussions will have a due date and receive points toward your final grade. Group discussions are designed to help you think critically and engage with the material you have learned during the semester and interact with your peers in a time when human interaction is scarce.

Exams 1, 2, and 3 (Choice of Multiple choice or Essay exams)

The three exams are offered in both **multiple choice** and **essay** formats. Each student has a choice between the two formats for all three exams. This means you can choose to take only multiple choice exams or only essay exams or mix it up—it's your choice as long as you complete all three exams. Each of the three exams will cover approximately a third of the class material and **none will be cumulative**. Class material includes notes and readings. If you choose essay exams, make sure to **bold main points**, PROOFREAD, and use reasonable font and margins.

First Essay Assignment: A Taste of the Sociological Imagination (2 page Single-spaced essay, Word or PDF)

This assignment requires that you spend 2-3 hours in a social situation that allows for social distancing—if a mask is required, make sure to wear one. You will observe with the eyes of a sociologist. That is, you must look for patterns in people's behaviors. Then, you will document these patterns in a short essay, making sure to **bold main points**. Students often create typologies based on their observations. Typologies simply sort people into groups based on their behavior. Some examples of social situations that might be **appropriate given COVID-19** might include a park, a family gathering, camping, a walk or hike, a restaurant (outside), and a zoom conversation. You might be able to think of others, but remember that your health and the health of your family members is paramount, so Do NOT choose anything that could put you at risk like an in-door party where folks are imbibing. PROOFREAD your paper and use reasonable font and margins.

Second Essay Assignment: My Sociology (2 page Single-spaced essay, Word or PDF)

This assignment requires that you discuss your own life experience as it has been shaped by sociological processes that we discuss in class so make sure to **bold sociological concepts** you include. An important consideration about this essay is that **you shouldn't be able to write it without taking the class**. Let me elaborate. We will be covering a range of **sociological concepts** in this course such as **norms, *verstehen*, role conflict, socialization, face saving, paralanguage, instrumental leadership, the zone of permissible variation, microaggressions, cisgender identity, and matrilocality**. Note that these are not everyday terms, but require a broader knowledge base such as a sociology class. You should be able to relate your life story in several respects to the sociological concepts discussed in class. So, if your essay is only anecdotal or filled with growing up stories, it won't work. The key is to relate your personal life history to **sociological concepts** and **theories** that should be **BOLDED**.
PROOFREAD your paper and use reasonable font and margins.

Grade Calculation

Students can calculate their grade according to the weightings below. The first components of the grade—the three exams and the two essay assignments—are weighted at 100 points each. Group discussions are weighted at 200 points.

Exam 1 Exam 2 Exam 3 First Essay Second Essay = 100 each
Group Discussions = 200

Electronics Policy

For in-person class meetings, students are allowed to take notes **ONLY** on paper. Electronic gadgets are **NOT ALLOWED**. A growing and substantive body of research finds that multitasking degrades any kind of task performance in a class. Interestingly, taking notes on a laptop turns students into “transcription zombies”; while taking notes with a pen or pencil excites a “process of integration, creating more textured and effective modes of recall”—an academic way of saying that students learn a heck of a lot more when they write notes than when they type them.

Extra Credit Assignments

Every once and a while an extra credit assignment will simply show up on canvas and be due within a brief timeframe. These are meant to give students a chance to raise their grade. At the same time, since they are extra credit, they won't count if they are late or done incorrectly. They are a bonus only if they are done on time and done well.

ADA Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

Academic Misconduct

Per University of Utah regulations (Policy # 6-400). “A student who engages in academic misconduct,” as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, “may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.” Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies (<http://regulations.utah.edu/academics/6-400.php>).

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Emergency Preparedness Information

The College of Social and Behavioral Science has made it a college priority to ensure we have an active CSBS Emergency Preparedness Plan. The college takes seriously the safety of all of our students in the case of any type of emergency on campus. The last page of the syllabus is a copy of the CSBS Emergency Action Plan that includes the **Union** building where our in-person classes are located.

University Safety Statement

The University of Utah values the safety of all campus community members. To report suspicious activity, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit utah.edu.

Dates You Should Know

Sept 3-Dec 3: Group Discussions

27 Sept: Exam 1

13 Oct: First Essay Assignment

25 Oct: Exam 2

10 Nov: Second Essay Assignment

6 Dec: Exam 3

Course Outline

AUG	25	Introduction to Sociology
	27	Developing A Sociological Consciousness 1. Peter Berger "Invitation to Sociology" 3. C. Wright Mills "The Promise"
SEPT	1-3	Developing A Sociological Consciousness continued Developing a Sociological Consciousness Discussion – Sept 3
	7	Labor Day Holiday
	8-10	Culture and Social Structure 8. Horace Miner "Body Ritual Among the Nacerima" Culture and Social Structure Discussion – Sept 10

	15-17	Socialization 10. Edward T. and Mildred R. Hall “The Sounds of Silence” 12. Erving Goffman “The Presentation of Self in Everyday Life” 13. James Henslin “On Becoming Male: Reflections on Childhood and Early Socialization” 14. Donna Eder “On Becoming Female: Lessons Learned in School” Socialization Discussion – Sept 17
	22-24	Social Groups and Formal Organizations 18. Helene M. Lawson “Attacking Nicely: Women Selling Cars” 19. Kandi M. Stinson “Religion and Morality in Weight Loss Groups” Social Groups and Formal Organizations Discussion – Sept 24
	24	Exam 1 Up in Canvas
	27	Exam 1 Due
	29	Deviance 23. Philip Meyer “If Hitler Asked You to Electrocute a Stranger, Would You? Probably” 25. Ken Levi “Becoming a Hit Man” 26. William J. Chambliss “The Saints and The Roughnecks” 27. Philip G. Zimbardo “The Pathology of Imprisonment”
OCT	1-8	Deviance (continued) Deviance Discussion – Oct 8
	13	First Essay Assignment Due
	13-15	Social Stratification 21. Elliot Liebow “The Lives of Homeless Women” 35. Stephen Higley “The U.S. Upper Class” Social Stratification Discussion – Oct 15
	20-22	Racial Inequity 31. Clarence Page “Showing My Color” 32. Raphael Ezekiel “The Racist Mind” Racial Inequity Discussion – Oct 22
	22	Exam 2 Up in Canvas
	25	Exam 2 Due
	27-29	Gender Inequity 30. Patricia Yancey Martin and Robert A. Hummer “Fraternities and Rape On Campus” 45. Laura L. Miller “Women in the Military” Gender Inequity Discussion – Oct 29

NOV	3-10	Family 37. Stephanie Coontz “The American Family” Family Discussion – Nov 12
	10	Second Essay Assignment Due
	12-19	Religion, Education, and Health 40. Marvin Harris “India’s Sacred Cow” 39. Harry L. Gracey “Kindergarten as Academic Boot Camp” 38. Robbie E. Davis-Floyd “Giving Birth the American Way” Religion Discussion – Nov 19
	24	Social Change 46. William Van Dusen Wishard “Caught Between the Ages”
	26-29	Thanksgiving Day Holiday
DEC	1-3	Social Change continued Bonus Social Change Discussion – Dec 3
	3	Exam 3 Up in Canvas
	6	Exam 3 Due

Required Text Reading List

James M. Henslin. 2007. *Down to Earth Sociology: Introductory Readings*, 14th edition. Free Press: New York.

Developing a Sociological Consciousness

1. Peter L. Berger. 1963. "Invitation to Sociology." In *Invitation to Sociology*. New York: Doubleday.
3. C. Wright Mills. 1959. "The Promise." Pp. 3-13 in *The Sociological Imagination*. London: Oxford University Press.

Culture and Social Structure

8. Horace Miner. 1956. "Body Ritual Among the Nacirema," *American Anthropologist* 58: 3.

Socialization

10. Edward T. and Mildred R. Hall. 1971. "The Sounds of Silence," *Playboy* (June): 139-140, 204, 206
12. Erving Goffman. 1959. "The Presentation of Self in Everyday Life." Pp. 1-15 in *The Presentation of Self in Everyday Life*. New York: Doubleday & Company.
13. James Henslin. 2001. "On Becoming Male: Reflections of a Sociologist on Childhood and Early Socialization." Pp. 161-172 in *Down To Earth Sociology: Introductory Readings* (14th ed.). New York: The Free Press.
14. Donna Eder. 1995. "On Becoming Female: Lessons Learned in School." In *School Talk*. New Jersey: Rutgers University Press.

Social Groups and Formal Organizations

18. Helene M. Lawson. 2007. "Attacking Nicely: Women Selling Cars." Pp. 203-216 in *Down To Earth Sociology: Introductory Readings* (14th ed.). New York: The Free Press.
19. Kandi M. Stinson. 2007. "Religion and Morality in Weight Loss Groups." Pp. 217-228 in *Down To Earth Sociology: Introductory Readings* (14th ed.). New York: The Free Press.

Deviance

23. Philip Meyer. 1970. "If Hitler Asked You to Electrocute a Stranger, Would You? Probably," *Esquire*.
25. Ken Levi. 1981. "Becoming a Hit Man." *Journal of Contemporary Ethnography* 10(1):47-63.
26. William J. Chambliss. 1973. "The Saints and The Roughnecks," *Society* 11(1).
27. Philip G. Zimbardo. 1972. "The Pathology of Imprisonment," *Society* 9(6).

Social Stratification

21. Elliot Liebow. 2007. "The Lives of Homeless Women." Pp. 242-248 in *Down To Earth Sociology: Introductory Readings* (14th ed.). New York: The Free Press.
35. Stephen Higley. 2007. "The U.S. Upper Class." Pp. 395-406 in *Down To Earth Sociology: Introductory Readings* (11th ed.). New York: The Free Press.

Racial/Ethnic and Gender Inequities

31. Clarence Page. 2007. "Showing My Color." Pp. 360-368 in *Down To Earth Sociology: Introductory Readings* (14th ed.). New York: The Free Press.
32. Raphael Ezekiel. 1995. "The Racist Mind." In *The Racist Mind*. New York: Viking Penguin.
30. Patricia Yancey Martin and Robert A. Hummer. 1989. "Fraternities and Rape on Campus." *Gender & Society* 3(4).

Family

37. Stephanie Coontz. 2007. "The American Family." Pp. 425-431 in *Down To Earth Sociology: Introductory Readings* (14th ed.). New York: The Free Press.

Religion

40. Marvin Harris. 1978. "India's Sacred Cow," *Human Nature Magazine* 1(2): 28, 30-36.

Education

39. Harry L. Gracey. 2007. "Kindergarten as Academic Boot Camp." Pp. 446-460 in *Down To Earth Sociology: Introductory Readings* (14th ed.). New York: The Free Press.

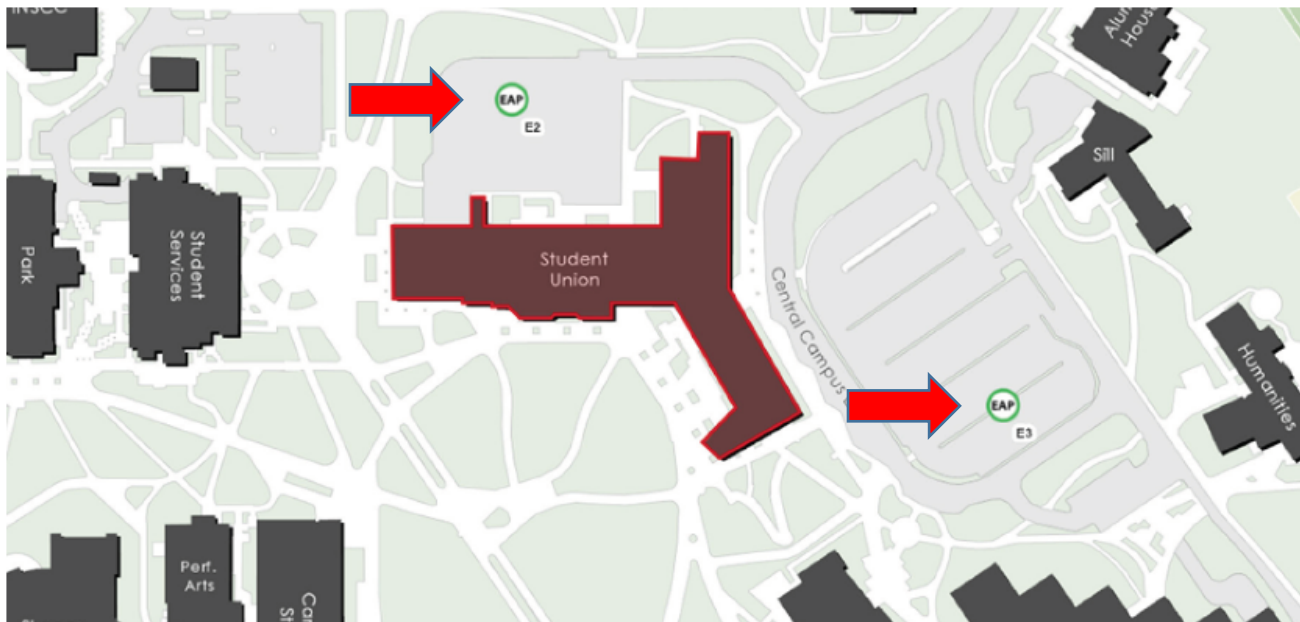
Medicine

38. Robbie E. Davis-Floyd. 1996. "Giving Birth the American Way." Pp. 432-445 in *Down To Earth Sociology: Introductory Readings* (14th ed.). New York: The Free Press.

Social Change

46. William Van Dusen Wishard. 1991. "Caught Between the Ages." Pp. 535-546 in *Down To Earth Sociology: Introductory Readings* (14th ed.). New York: The Free Press.

CSBS Emergency Action Plan



Building Evacuation

EAP (Emergency Assembly Point) - When you receive a notification to evacuate either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap>



Campus Resources

U Heads Up App: There's an app for that. Download the app on your smartphone at alert.utah.edu/Headsup to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911
- **Safety Escorts:** For students who are on campus at night or past business hours and would like an escort to your car, please call **801-585-2677**. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.