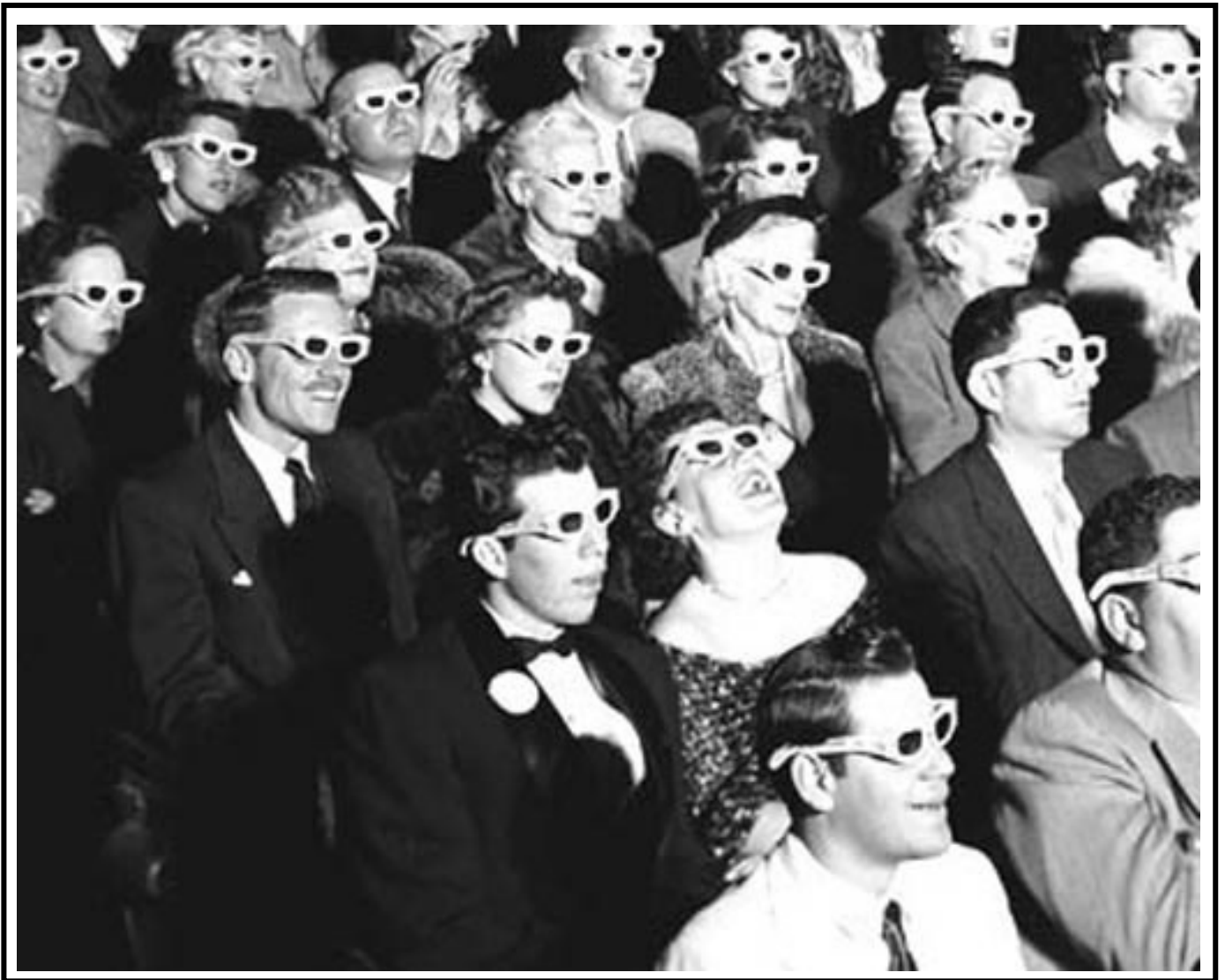


A new way of seeing the world.



**Sociology 1010-001:
Introduction to Sociology
Spring 2024**

**“Sociology offers nothing less than a new way of seeing
the world and our places in it.”**

Steven Brint, Distinguished Professor of Sociology, University of California, Riverside

SOCIOLOGY 1010-001: INTRODUCTION TO SOCIOLOGY

Spring 2024 • SW 134 (395 South 1500 East) • Tu/Th 10:45 a.m.–12:05 p.m.

***** This syllabus is subject to revision throughout the semester. Please stay tuned! *****

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Office hours:	By appointment		

COURSE DESCRIPTION AND OBJECTIVES

This course introduces students to the systematic study of human societies. Sociology gives people a new way of seeing a world, albeit one that cannot always be “seen” in the conventional sense. As the preeminent sociologist Erving Goffman said, sociologists preoccupy themselves with things that “have a significance in our lives and yet do not cast a shadow.” Precision microscopes and powerful telescopes enable physical scientists to unlock the secrets of atoms and peer deep into the universe, but sociologists seek to explain no less than what people do and why they do it. Although the social forces that shape our thoughts, behaviors, and interactions with others cannot always be observed directly, they nevertheless become acutely visible to the trained eye.

Sociologists study small-scale social phenomena such as face-to-face interactions, large-scale processes such as globalization, and virtually everything in between. In this course, we will use a sociological perspective to survey an array of topics: culture, media, crime and deviance, the family, education, religion, the economy, politics, race, gender, inequality, and poverty, among others.

As a result of taking this course, successful students will be able to:

- Identify and distinguish the core theories, concepts, and methods used in sociological research;
- Use these theoretical and conceptual tools to develop a basic understanding of social phenomenon and human behavior;
- Apply sociological perspectives to the understanding of real-world situations; and, more generally,
- Develop and hone a “sociological imagination” by linking aspects of one’s personal biography to broader social structures and forces.

This course meets the Social/Behavioral Science Intellectual Exploration (BF) general education requirement.

Disclaimer: After taking sociology, you will never be able to watch TV, ride an elevator, read the newspaper, or use a public restroom the same way again. Sociology makes the familiar strange, and it will give you a new way to see the world around you.

REQUIRED TEXT

The textbook for this course is available as an e-book through the Inclusive Access program:

- Conley, Dalton. 2020. *You May Ask Yourself: An Introduction to Thinking Like a Sociologist*. Seventh edition. New York: W.W. Norton. (ISBN-13: 978-0-393-53774-1)

For information about Inclusive Access, visit the University of Utah Campus Store website: <https://www.campusstore.utah.edu/utah/InclusiveAccess>. This program offers access to the textbook at a discounted rate. At the beginning of the semester, you will receive an email directly from the campus store with details on how to access the digital text. That email will also explain the process for opting out of the program, if you wish.

The first two weeks of access to the e-book are complimentary. To retain access after the first two weeks, simply do nothing; a charge will be billed automatically to your tuition account. If you decide you do not want to participate in the program, you may opt out and will be refunded the cost of the e-book. You will then be responsible for obtaining your own copy of the textbook, which is available for special order through the campus store. You may also obtain older editions of the text online, through sites such as Amazon; essential content changes very little from one edition to the next. If you decide to go this route, please ensure you obtain a complete version of the text: DO NOT use a “core” edition. The complete text has 18 chapters, whereas core editions include only 10 chapters.

To access the digital version of the text, visit the Canvas page for this course and click on the “Bookshelf” or “Textbook” links.

ASSIGNMENTS AND GRADING

3 exams (best of 4).....	300 points (3 @ 100 points)
3 assignments	90 points (3 @ 30 points)
Syllabus quiz	30 points
Learning outcomes assessment.....	30 points
Total.....	450 points

A	423–450	C	329–345
A–	405–422	C–	315–328
B+	392–404	D+	302–314
B	374–391	D	284–301
B–	360–373	D–	270–283
C+	347–359	F	0–269

Exams: There are four multiple-choice exams, worth 100 points each, covering material from the textbook, lectures, and films shown in class. Of the four exams, I will keep your three best scores. You can therefore miss (or fail) one exam without it adversely affecting your final grade. There are no make-ups for missed exams, except in cases of documented emergencies or for participation in university-sponsored events. **All exams are administered in Canvas outside of class.** You will have 80 minutes to complete each one. Exams may be taken during any 80-minute period between 9:00 a.m. and 12:05 p.m. (Mountain time) on exam days. Once you begin an exam, you will have only 80 minutes to complete it, and it must be completed by 12:05 p.m. Exams are open note and open book. They are administered on the following dates: **Thursday, February 1**, covering chapters 1 through 4; **Thursday, February 22**, covering chapters 5 through 8; **Thursday, March 28**, covering chapters 9 through 13; and **Tuesday, April 23**, covering chapters 14 through 18.

Assignments: There are three assignments designed to let you “do” sociology by applying sociological concepts discussed in class and in the textbook. These assignments are worth 30 points each and are due on the dates indicated below. Submit these assignments through Canvas

by 10:45 a.m. (Mountain time) on the day they are due. Late assignments will not be accepted. Assignments are graded on the following approximate scale:

- 26 to 30 points: Excellent
- 21 to 25 points: Good
- 16 to 20 points: Marginal
- 11 to 15 points: Inadequate
- 0 to 10 points: Not turned in on time or plagiarized

Assignment #1: Breaching Experiment. For this assignment, you will conduct a non-invasive breaching experiment, in which you validate the existence of a particular social norm by violating it. Examples of norm violations might include singing loudly on the bus, facing the wrong direction in the elevator, not talking to anyone for a day, asking a stranger to tie your shoe for you, taking items from a stranger's cart at the grocery store, or any other unusual activity. The purpose of a breaching experiment is to identify the implicit rules and shared understandings that govern our routine daily interactions, but that typically go unnoticed because they are taken for granted by individuals in a given social context. After your experiment is complete, write a paper that describes it, discusses the social norm you violated, and reports peoples' reactions to your behavior. You might also discuss how the breaching experiment made you feel. To be eligible to receive full credit, your paper must be 2.5 to 3 double-spaced pages in length with 12-point font and one-inch margins. Due **Tuesday, February 13**, at the beginning of class.

Assignment #2: Advertising Gender, Race, or Class. Conduct a content analysis that examines how gender, race/ethnicity, *or* class is represented in a particular advertisement or commercial. Any ad will do: you may analyze one you find on the internet, a TV commercial, or a print advertisement (let me know if you have any questions about identifying a relevant ad). Does the advertisement reinforce or challenge dominant social norms, stereotypes, or expectations regarding these identities? What particular norm did the advertisement follow or violate? If the advertisement challenges a dominant norm, what purpose do you think it serves? At which social groups or demographics do you think the ad is targeted, and how might these demographics differ from the ones depicted in the ad? Your paper should include a brief description of the advertisement or commercial: What product or "idea" is the advertisement trying to sell, and what was the main "plot" or theme of the advertisement? To be eligible to receive full credit, your paper must be 2.5 to 3 double-spaced pages in length with 12-point font and one-inch margins. Due **Tuesday, March 19**, at the beginning of class.

Assignment #3: Sociology Photo Essay. Create a photo essay that illustrates a theory, topic, or concept from the course. Your essay should include at least six photographs; a minimum of two photos should be ones you have taken. The remaining photographs may come from other sources such as the internet (but be sure to cite the sources of these images). Arrange your photos on three or more slides/pages. Photo essays should also include a title slide and a slide that introduces your essay; this introductory slide might use your own words to define the terms or concepts you have selected to illustrate. In all, a complete photo essay will therefore have at least five slides in total, but it can include more if you wish. Your photo essay should incorporate brief descriptions that clarify how the images you present relate to your topic or concept. The more words you have to use to make these connections, the less the photos alone illustrate your idea. Be creative! You may use PowerPoint or a Word document to complete the photo essay. I have placed an example on Canvas. Due **Tuesday, April 9**, at the beginning of class.

Syllabus quiz: To ensure you read and understand the syllabus, you will be quizzed on its content.

The quiz is open note, which means you may reference the syllabus while taking it. The point of the quiz is not to memorize the syllabus, but rather to get you to read it. This should be the easiest 30 points in the history of the world. Due **Thursday, January 25**, at the beginning of class.

Learning outcomes assessment: All students enrolled in SOC 1010 participate in the Department of Sociology's Learning Outcomes Assessment. The University of Utah requires each department to set learning outcomes for their students and to assess those outcomes on a regular basis. Results from the assessment help improve our programs. Participation involves answering 36 multiple-choice questions and a few program evaluation questions. A link for accessing the assessment is available on Canvas. You will receive 30 points just for completing it. To receive these points, you must complete the assessment by **Thursday, January 25**, at the beginning of class. Your score has no bearing whatsoever on your grade and your responses will not be viewed by your instructor. The Department of Sociology's Undergraduate Committee uses the results in a report we must submit to the U every few years. *We understand you may not know the answers to many of the questions, and that's okay.* Please just do your best and do not be discouraged! We do not expect you to know all these answers yet. We are determining students' baseline knowledge of sociology. If you have any questions or concerns, please contact Professor Cole or Sara Grineski, Director of Undergraduate Studies in Sociology, at sara.grineski@soc.utah.edu.

WEEKLY SCHEDULE

*The following schedule is subject to change throughout the semester.
Any changes will be announced in class and on Canvas.*

WEEK 1	
Tu, 1/9	First day of class
Th, 1/11	Chapter 1. Sociological Imagination: An Introduction

WEEK 2	
Tu, 1/16	Chapter 2. Methods
Th, 1/18	Chapter 3. Culture and Media

WEEK 3	
Tu, 1/23	Chapter 4. Socialization and the Construction of Reality
Th, 1/25	Syllabus quiz and learning outcome assessment due at the beginning of class Chapter 4. Socialization and the Construction of Reality (continued)

WEEK 4	
Tu, 1/30	Catch-up and review
Th, 2/1	Exam #1 covering chapters 1 through 4 (Canvas)

WEEK 5	
Tu, 2/6	Chapter 5. Networks and Groups
Th, 2/8	Chapter 6. Social Control and Deviance

WEEK 6

- Tu, 2/13** **Assignment 1 due in Canvas at the beginning of class**
Chapter 7. Stratification
- Th, 2/15** Chapter 8. Gender

WEEK 7

- Tu, 2/20** Catch-up and review
- Th, 2/22** **Exam #2 covering chapters 5 through 8 (Canvas)**

WEEK 8

- Tu, 2/27** Chapter 9. Race
- Th, 2/29** Chapter 9. Race (continued)

WEEK 9

- Tu, 3/5** **No class** – Spring Break
- Th, 3/7** **No class** – Spring Break

WEEK 10

- Tu, 3/12** Chapter 10. Poverty
- Th, 3/14** Chapter 11. Health and Society

WEEK 11

- Tu, 3/19** **Assignment 2 due in Canvas at the beginning of class**
Chapter 12. Family
- Th, 3/21** Chapter 13. Education

WEEK 12

- Tu, 3/26** Catch-up and review
- Th, 3/28** **Exam #3 covering chapters 9 through 13 (Canvas)**

WEEK 13

- Tu, 4/2** Chapter 14. Capitalism and the Economy
- Th, 4/4** Chapter 15. Authority and the State

WEEK 14

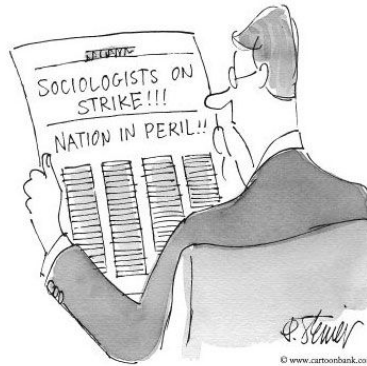
- Tu, 4/9** **Assignment 3 due in Canvas at the beginning of class**
Chapter 16. Religion
- Th, 4/11** Chapter 17. Science, the Environment, and Society

WEEK 15

- Tu, 4/16** Chapter 18. Collective Action and Social Change
- Th, 4/18** Catch-up and review (Last day of class)

FINAL EXAM

Tu, 4/23 Exam #4 covering chapters 14 through 18 (Canvas)



PROCEDURAL ISSUES

Student Responsibilities

Due to the size of the class, this is a lecture-based course. But your participation still matters! I expect everyone will be ready to participate and engage in the subject matter. This means you should try your best to complete assigned readings before class. Other expectations are as follows:

- Arrive to class on time and do not to leave before class has ended, unless you check in with me first.
- I reserve the right to deduct points from your grade for class disruptions.
- Assignments must be submitted via Canvas by the scheduled due dates. Do not e-mail assignments to me, as I will delete them and you will earn a big fat zero.
- There are no extra credit opportunities for the course, so don't even ask.
- Make-up exams are given only under exceptional and documented circumstances (a death in the family, an illness, or something similar), or for participation in university-sanctioned activities. Both cases require a written explanation and, whenever possible, advanced notice. Leaving early for breaks, long weekends, family vacations, weddings, etc., do not constitute exceptional circumstances.
- If you wish to dispute a grade, you must do so in writing, explaining why you believe it should be adjusted. All such disputes must be submitted within one week of the grade in question being posted to Canvas.

In addition to these requirements, students are expected to maintain professional behavior in the classroom as stipulated in the Student Code (<http://www.regulations.utah.edu/academics/6-400.html>). Students should read the Code and know that they are responsible for its content. According to Faculty Rules and Regulations, it is faculty members' responsibility to enforce expected classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Academic Misconduct

Per University of Utah regulations (Policy 6-400), "A student who engages in academic misconduct"—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." *Simply put: Don't cheat.* Refer to the Student Code for full elaboration of student academic and behavioral misconduct policies.

Sexual Misconduct

Title IX of the Education Amendments Act of 1972 makes clear that violence and harassment based on sex and gender, which includes sexual orientation and gender identity or 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, you can contact one of the following campus resources:

Center for Student Wellness 426 Student Services Building (801) 581-7776 advocate.wellness.utah.edu	University Counseling Center 426 Student Services Building (801) 581-6826 counselingcenter.utah.edu	Women's Resource Center 411 Union Building (801) 581-8030 womenscenter.utah.edu
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Off-campus resources include the Rape Recovery Center, (801) 467-7273, and the Utah Rape & Sexual Assault Crisis Line, 1-888-421-1100. Please visit <https://sexualassault.utah.edu/crisis-immediate-help/> for more resources. To report to the police, contact the Department of Public Safety, (801) 585-COPS (2677). You may also seek my help, but be advised that as a university employee, I am a mandatory reporter (I am legally obligated to notify the Title IX Coordinator).

Safety

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at (801) 585-COPS (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 <https://safeu.utah.edu/>.

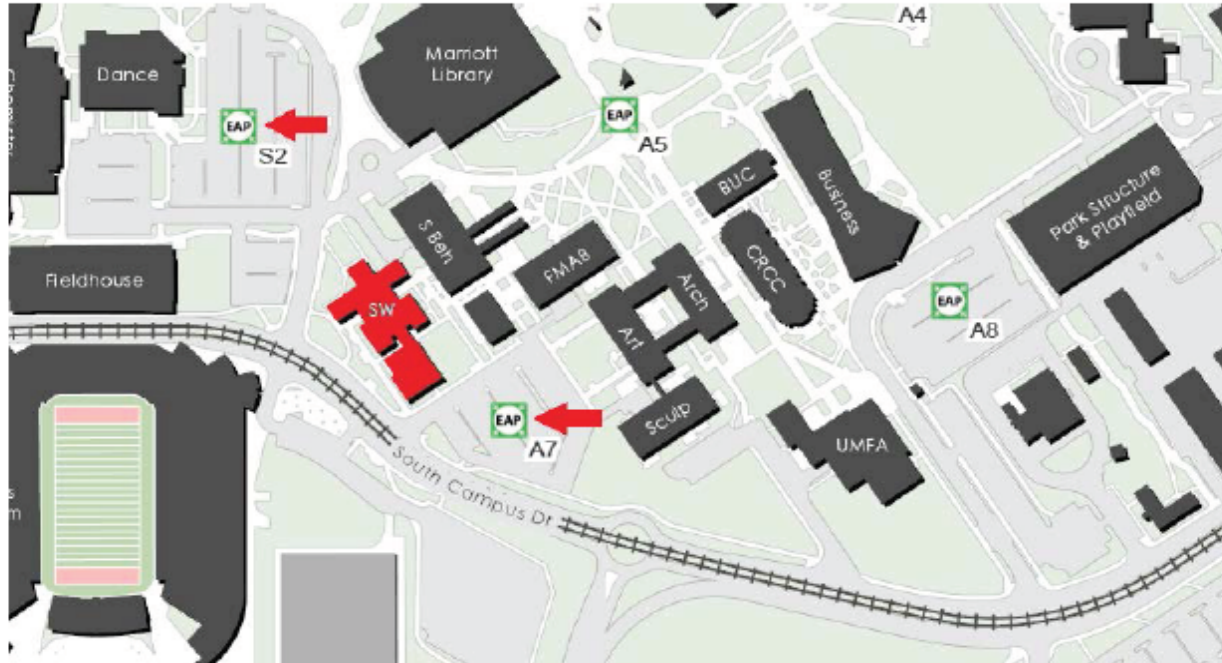
Accommodations Policy

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 this class, reasonable prior notice must be given to the Center for Disability & Access (CDA), 162 Olpin Union Building, (801) 581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to CDA.

Emergency Action Plan

The College of Social and Behavioral Science takes seriously the safety of all its students. On the following page is the Emergency Action Plan for our classroom building, which should be followed in the event of an emergency on campus.

CSBS EMERGENCY ACTION PLAN



BUILDING EVACUATION



EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building 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.