Hello friends!

Thanks for deciding to be a part of this class! I am glad you are here and hope your experience is meaningful.

“It can be said that the first wisdom of sociology is this – things are not what they seem” – Peter Berger

Have you ever wondered why some people live in mobile homes while others own four or five luxury homes? Can you explain how it is that women are often asked to choose between career and family, while men are not? Or why guys usually don’t wear makeup? Why does religion so often seem to breed intolerance? Why can we watch thousands of violent acts on prime time network television, but nudity is strictly taboo? Why have tattoos become somewhat more acceptable to mainstream society? Why do people continue to drive SUVs even with the threat of global warming? Sociology can help us answer these kinds of questions, and many, many more. If you have ever been curious about people - their habits, lifestyles, and values – this class is for you.

About This Class:

• You will develop a “sociological imagination,” an exciting way of understanding social life that helps you grasp how people relate to one another and how society “works” (and doesn’t work!).
• You will sharpen your critical thinking skills. We will learn to analyze, and think differently about, things that are important to us: families, television/media, gender, fashion, food, race, religion, money, and much more.
• You will be able to apply sociology to your own life. If you choose, this class can actually transform you, helping you to live a more thoughtful, purposeful, fulfilling, and engaged life.
• This is a hybrid course, which means we will only meet once per week. You will have additional work to complete online every week without exception. It is your responsibility to keep up with the schedule and submit all assignments on time.
• When e-mailing me, make sure you put your full course name and section # in the subject line as well as your full name in the body of the e-mail. I teach a LOT of classes, and I don’t always know which name is in which section. Also make sure you use proper spelling/grammar. I will respond to ALL e-mails within 24 hours as long I get them by 5 PM Friday. I will answer weekend e-mails by Monday morning.
Class Texts:

- Various articles/texts as assigned by instructor and posted on D2L

Computers:
Laptops, netbooks, tablets, and e-readers are not allowed in the classroom unless the student has a documented medical condition which necessitates the use of a computer. This is nonnegotiable. The slides for each class session will be available on D2L.

Late Work:
I do not accept late work, save for the most serious circumstances. If you are going to miss an assignment, please notify me as soon as possible. If you miss an assignment for a medical or university-related reason, I will need official documentation for you to make it up. Most assignments are due at midnight; if you wait until 11:59 to submit your work and have technical difficulties, I will not accept your work via e-mail.

Assignments and Grades:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>14 x 10 pts each = 140 pts</td>
</tr>
<tr>
<td>Reading Notes</td>
<td>13 x 10 pts each = 130 pts</td>
</tr>
<tr>
<td>Discussion Board Assignments (4)</td>
<td>4 x 30 pts each = 120 pts</td>
</tr>
<tr>
<td>Written Assignments (2)</td>
<td>2 x 100 pts each = 200 pts</td>
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<tr>
<td>Unit Tests</td>
<td>4 x 100 pts each = 400 pts</td>
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TOTAL = 955 pts

A (888-955) ; A- (860-887) ; B+ (831-859) ; B (793-830) ; B- (764-792) ; C+ (735-763) ; C (697-734) ; C- (669-696) ; D (573-668) ; F= Below 573

- **Quizzes** will be taken online each week, and will cover all of the week's assigned readings. Each quiz will cover all of the upcoming week's readings and viewings. They cannot be made up, save for in the most serious of circumstances.
- **Reading Notes:** Students will take notes on each week's assigned readings and viewings; each student will submit these notes electronically and bring a hard copy to class. In these notes, students will define all
vocabulary terms from the assigned textbook chapter, offer a brief synopsis (4-5 sentences) of each assigned reading and viewing, and come up with two discussion questions that encompass the week’s readings and viewings.

- **Discussion Board Assignments:** Students are required to complete four content-based discussion board assignments. Details of these assignments will come as the semester progresses.

- **Written Assignments:** All students will complete two papers in this course. You will submit these to D2L through the TurnItIn plagiarism checker. **I will not accept any work via e-mail.**

- **Exams:** Students will complete four unit exams over the course of the semester. These exams will primarily focus on the material since the previous exam; however, the exams are cumulative in a thematic sense. You will need to work to understand how each section fits into the larger project of the course. Your weekly reading notes will serve as your study guides.

- **Attendance/Participation:** In this class, attendance is mandatory. We only meet once per week, so even one absence puts you at a severe disadvantage. If you must miss a class for a legitimate reason, I need an e-mail from you prior to the beginning of class; if you cannot send one before class, I will need outside documentation to support your absence. **One unexcused absence will reduce your final grade by a full letter grade. Two unexcused absences will cause you to fail the course.** That said, I realize that we all have struggles and priorities beyond this class. This policy is not meant to punish you for having to deal with a serious situation; it is to give you that extra push on those days that you have no excuse but just don’t feel like showing up, despite your good intentions.

  I encourage you to participate in class discussions as much as you can. We all have important and interesting ideas to share. I think participation is too difficult to grade directly. However, I will use it to ‘bump you up’ if you are on the borderline (one point away or less) of a higher grade. Participation means speaking out in class, taking risks, engaging your classmates, being open to new ideas, sharing your own ideas and enthusiastically engaging the course material.

- **A Note on Grades:** Students often get so caught up in getting “good grades” that they lose sight of why we’re all here – to learn. It pains me when I hear students refer to a semester’s worth of classes in terms of their final letter grade(s) as opposed to the things they learned. You are all students at a research university with high standards. If you attend all classes, understand most of the material, and complete all of the assignments, you will be in the high ‘C’ to low ‘B’ range. If you go above and beyond the requirements, push yourself, and exceed my expectations, you will be able to enter the ‘B+’ to ‘A’ range. **Remember, your grade reflects neither what I think of you nor your potential as a human being.** If you find you are struggling in the course, please contact me as soon as possible.

### Extra Credit:

I do not generally offer extra credit in my courses. You have a number of assignments to complete, and if you put in the necessary time and effort, you will succeed in the course. If I decide to offer any extra credit, I will notify the entire course. **Do not e-mail me and ask me about extra credit.**

### Classroom Etiquette:

The idealist in me says you should already know all about classroom etiquette; the realist in me knows we all can use a refresher. You attend a major research institution and should conduct yourself in a responsible and professional manner. There are several simple ways to give a professor the impression that you are bored, ill-mannered, arrogant, or simply have no attention span. During class:

- Read a newspaper or work on a crossword or Sudoku puzzle.
- Sleep.
- Check your voice mail or text messages.
- Pass notes (“Do you like me? Check one – Yes   No”).
- Leave class unannounced and come back fifteen minutes later.
- Stare off into space for minutes on end.
- Ask a question I’ve just answered, because you weren’t paying attention.
- Consistently come to class late.
- Let others do all the work during a group process.
- Pack your bags when there are three minutes of class left.

**CU Honesty Policy:**
Cheating and plagiarism are both violations of the student code and I approach them with **utmost seriousness**. Evidence of either of these behaviors will result in an **automatic failure** in the course and I will hand the case over to university officials. To be clear, plagiarism refers to using the work, ideas, or knowledge of other people as your own. It includes all forms of exam or quiz cheating, using other people’s work, copying all or sections of papers from the web, and “borrowing” (without citing) from published sources. Please do not give me ANY reason to suspect this type of behavior. If you are unclear about the rules regarding plagiarism, paraphrasing, quoting, or collaboration, please ask for further clarification. You are also required to adhere to the University Honor Code, which you can find at [http://www.colorado.edu/academics/honorcode/](http://www.colorado.edu/academics/honorcode/)

**Special Needs Accommodations:**
If you qualify for accommodations due to disability please let me know during the first two weeks of the semester. It is your responsibility to contact Disability Services and obtain documentation. The Disability Services Office is in Willard 322 and can be contacted at (303) 492-8671 or through [http://www.colorado.edu/disabilityservices](http://www.colorado.edu/disabilityservices).
Course Calendar:

This is a tentative calendar. As with all else in life, it is subject to change. I will announce any significant changes in class and on D2L. Students are responsible for these announcements whether they are in class or not. I expect you to have completed all readings and assignments before coming to class.

Week 1: The Sociological Imagination – January 21
- **What to read:** Course Syllabus
- **Assignments:** Syllabus Quiz due before Week 2 meeting

Week 2: How do we Study the Social World? - January 28
- **What to read:** Henslin Chapter 1, McIntyre "Hernando Washington," Mills "The Promise," Adler and Adler "Promises and Pitfalls of Going into the Field," Lovaglia "From Summer Camps to Glass Ceilings"
- **Assignments:** Week 2 Quiz, Reading Notes

Week 3: Socialization – February 4
- **What to read:** Henslin Chapter 3, Miner "Body Rituals of the Nacerima," The Onion "College Freshman Cycles Rapidly Through Identities"
- **Assignments:** Week 3 Quiz, Reading Notes, Discussion Board #1

Week 4: Culture – February 11
- **What to read:** Henslin Chapter 2, Sternheimer "Do Video Games Kill?" and "Hollywood Doesn't Threaten Family Values"
- **Assignments:** Week 4 Quiz, Reading Notes
- **Exam 1 TODAY**

Week 5: Macrosociology and Social Structure – February 18
- **What to read:** Henslin Chapter 4 (first half), Durkheim "Anomie and the Modern Division of Labor," Henslin "Eating Your Friends is the Hardest," Zimbardo "You Can't be a Sweet Cucumber in a Vinegar Barrel"
- **Assignments:** Week 5 Quiz, Reading Notes, Written Assignment #1

Week 6: Microsociology/Impression Management – February 25
- **What to read:** Henslin Chapter 4 (second half), Goffman "Presentation of Self in Everyday Life,"
- **Assignments:** Week 6 Quiz, Reading Notes, Discussion Board #2

Week 7: Deviance and Social Control – March 4
- **What to read:** Henslin Chapter 6, Rosenhan "Being Sane in Insane Places," Sampson "Rethinking Immigration and Crime"
- **Assignments:** Week 7 quiz, Reading Notes
- **Exam 2 TODAY**

Week 8: Sex and Gender – March 11
- **What to read:** Henslin Chapter 8, Lorber "The Social Construction of Gender," Messner "Becoming 100% Straight," and "Barbie Girls VS Sea Monsters," West and Zimmerman "Doing Gender"
- **What to watch:** "The Man Box"
- **Assignments:** Week 8 quiz, Reading Notes
Week 9: Sex and Gender cont'd – March 18

What to read: – Boswell and Spade “Fraternities and Collegiate Rape Culture: Why are Some Fraternities More Dangerous Places for Women?”, Pelka “Raped: A Male Survivor Breaks His Silence”

What to watch: “Beyond Beats and Rhymes”

Assignments: Week 9 quiz, Reading Notes, Written Assignment #2

Week 10: Deconstructing Racism/Understanding Privilege – April 1

What to read: Henslin Chapter 9, Feagin "The Foundation of White Racism," McIntosh "White Privilege: Unpacking the Invisible Knapsack,"

What to watch: "Race: The Power of an Illusion" (pts 1 and 3) and Tim Wise "On White Privilege"

Assignments: Week 10 Quiz, Reading Notes

Week 11: Poverty and Inequality – April 8

What to read: Henslin Chapter 7, Lowen "Land of Opportunity," "Keeping Up with the Trumps"

What to watch: "People Like Us"

Assignments: Week 11 Quiz, Reading Notes, Discussion Board #3

Exam 3 TODAY

Week 12: Intersectional Approaches to Inequality – April 15

What to read: Franklin “Legitimizing Inequality," Sternheimer "Class Consciousness," Williams and Lardner “Cold Truths about Class, Race, and Health"

What to watch: Wilkinson "Inequality and Health"

Assignments: Week 12 Quiz, Reading Notes

Week 13: McDonaldization/Sociology of Religion – April 22


What to watch: "For the Bible Tells Me So"

Assignments: Week 13 Quiz, Reading Notes, Discussion Board #4

Week 14: Social Change – April 29

What to read: Johnson et al "Creating a More Just and Sustainable World," Schwalbe "Studying and Changing the World"

What to watch: TBA

Assignments: Week 14 Quiz, Reading Notes

EXAM 4 - 7:30-10 PM on May 6.