Course Purpose: Sociology studies group behavior and how social forces affect social change and the human experience. Sounds simple enough, right? This course focuses on where we have gone wrong in society and how to fix the problems in our communities. For example, what is poverty, how do we study it, and where can we find its solutions? Questions such as these are part of the work we will do over the next few months as we explore addiction, rape, racism, sexism, family violence and other similar topics.

“This course participates in the Global Learning Initiative by its very nature.”

Course Goals and Course Relationship to Departmental Mission Statement:

1. Students will develop the analytical tools to understand an ever-expanding body of knowledge about the dynamics of social relationships, the nature of power and influence in complex societies, and the roles of age, class, ethnicity, gender, religion, and other social phenomena that affect viewpoints and life chances.

2. Students will gain access to concrete skills that are relevant to a broad range of rewarding careers. These skills enhance the student's ability to assess new and unfamiliar situations, to select and apply qualitative and/or quantitative techniques in solving practical problems in creative ways, and to communicate effectively, both orally and in writing.

3. Active citizenship and social responsibility means that our majors will be prepared to "make a difference" in the quality of others' lives as well as their own, equipped to contribute to the improvement of their communities, nation, and world.

For more information on the mission of the Sociology and Anthropology department, please contact MarxJ@winthrop.edu or go to http://www.winthrop.edu/cas/sociologyanthropology/default.aspx?id=10128

Class Discussion: My most important class rule is that we do not insult each other or make derogatory remarks about people. Sociological discussion may include sensitive topics and all discussion must be polite. Any violator will be asked to leave class for the day and be counted as absent.

Some of the topics we cover in class may bring up lots of feelings about things you or your loved ones have experienced. I'm happy to talk with students about these issues. In addition, Winthrop University also offers free counseling services to students. Appointments may be made in person (203 Crawford Building) or by calling (803) 323-2233 during hours of operation.

Students with Disabilities: Winthrop University is dedicated to providing access to education. If you have a disability and need accommodations, please contact Gena Smith, Coordinator, Services for Students with Disabilities, at 323-3290, as soon as possible. I am happy to provide the accommodations you need.

Diversity: The classroom is a “safe zone” for everyone. All students regardless of gender, race, ethnicity, national origin, sexual orientation, religious affiliation, political identity, age, and ability are equally important to our learning experience. I encourage positive discussion inclusive of diverse beliefs and we will all respect our rights to share our thoughts and maintain the “safe zone” for everyone.
General Education Goals and Student Learning Outcomes: SOCL 101 is part of the core touchstone program counting as a social science component course. The course is designed to meet the following General Education goals and associated learning outcomes.

3.0/3.1: To use critical thinking, problem solving skills and research methods in identifying sound and unsound reasoning.

4.0/4.2: To recognize and appreciate human diversity (both past and present) as well as the diversity of ideas, institutions, philosophies, moral codes, and ethical principles by understanding cultures in their own terms.

7.0/7.2: To examine values, attitudes, beliefs, and habits which define the nature and quality of life in terms of problems, issues and choices that confront citizens of the world.

SOCL 101 is designed to meet the General Education requirement for writing competency. The writing component will be met by the 10 to 12 pages of evaluated writing assigned in the two papers and one final exam.

Requirements:

Texts:
Social Problems in a Diverse Society by Diana Kendall, 5th ed.
Growing Up Fast by JoAnn Lipper

3 In-Class Exams – 3 Multiple Choice Exams worth 100 points each. The tests will cover information from the textbook as well as the lecture material presented in class.

Short Papers – This course must evaluate 12 pages of writing to qualify as a General Education course. This requirement will be met through an essay final exam and 2 short papers. Your papers will be evaluated on length, how well you answered the questions, and grammar.

Which one of the following has affected your life the most – your race, ethnicity, class, gender or sexual orientation? Obviously all five have influenced who you are and what you do, but pick only one and explain why it has influenced your life the most. Remember that the effects it has may be positive or negative. For example, has your race, class, or gender given you access to programs from which others are excluded? Or have you experienced harm due to any of those factors?

- Internet and Social Problems – 3 pages typed. Worth 25 points.
1. Find a Website on the Internet devoted to solving Social Problems - you may pick a social problem we have already covered in class or you may pick one from the next unit. Please include the address and print the first screen showing the main page of the Website. This page is not included in the 2 page requirement.

2. Describe the purpose of the site: for example, what kind of information and links can you access from the site? Is it designed as an information warehouse or an interactive site with postings and chats? What organization or group manages the site? How effective is the site for eliminating social problems or teaching about social problems?

3. What are your positive or negative criticisms of the site?
Attendance Policy: I will take daily attendance and, although your grade will not include points for showing up, participating, and being awake, if you miss 25% of the course, you will receive a grade of F for the course as per the College of Arts and Sciences policy. Additionally, if you have more than 4 absences, you are ineligible for extra points through curves and extra credit. If you are texting in class and I catch you, I will ask you to leave the class and count that as an absence – each incident of texting or phone use in class without my prior permission will cost 10 points from your final grade.

Honor Code: p.35 Student Handbook. “Academic misconduct in any form cannot be condoned. Academic misconduct includes but is not limited to providing or receiving assistance in a manner not authorized by the professor in the creation of work to be submitted for academic evaluations including papers, projects, and examinations; presenting, as one’s own, the ideas or words of another for academic evaluations without appropriate acknowledgment; doing unauthorized work for which another student will receive credit or be evaluated; or presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the professors involved.”

As noted in the Student Conduct Code: “Responsibility for good conduct rests with students as adult individuals.” The policy on student academic misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy” online

- [http://www2.winthrop.edu/studentaffairs/judicial/judcode.htm](http://www2.winthrop.edu/studentaffairs/judicial/judcode.htm)
- [http://www2.winthrop.edu/studentaffairs/handbook/studenthandbook.pdf](http://www2.winthrop.edu/studentaffairs/handbook/studenthandbook.pdf)

Schedule

Jan 10 and 12 - What in the world is SOC 101 about? Course Overview
  What do Sociologists Study?
  What kind of questions do they ask?
  How does research help people making policy for social problems?

Jan 17 and 19 - Ch. 1 – Introduction
  What is a Social Problem? How does that differ from a Personal Problem?
  Paper #1 is due on Jan 19

Jan 17 – Last day to Choose S/U

Jan 24 and 26 - Ch. 2 Wealth and Poverty
  How is Money distributed in our society?
  What impact does the class system have on daily life?

Jan 31 and Feb 2 – Ch. 3 Race and Ethnic Inequality
  Are Race and Ethnicity useful distinctions in social interactions?
  How do prejudice and discrimination impact access to opportunity?

Feb 7 and 9 - Ch. 4 Gender
  How do people learn to perform their masculinity and femininity?
  How is gender embedded in our social organizations?

Feb 14 – Catch Up day

Feb 16 - Exam One on Chapters 1, 2, 3, and 4 and lecture materials
Feb 21 and 23 – Chs. 6 and 7 Sexuality
  What causes sexuality?
  How does sexuality lead to social problems?

Feb 28 and March 1 – Ch. 8 Alcohol and Drugs
  What theories explain addiction?
  How does our culture promote escapism through drugs and alcohol?

March 6 and 8 – Ch. 9 Crime
How does the Criminal Justice System work?
Where does criminology data come from and how can it be used to help society?
What is a crime?

March 7 – Last Day to Withdraw from a Class

March 13 and 15 – No Class Due to Spring Break

March 20 and 22 – Ch. 11 Family
  What needs does the Family meet for society?
  How do the relationships between family members contribute to social problems?
  Why is the family the frontline for most social problems?

March 20 – Catch Up Day

March 22 – Exam 2 over Chapters, 6, 7, 8, 9, and 11 and lecture

March 27 and 29 – *Growing Up Fast*

April 3 and 5 – *Growing Up Fast*

April 10 and 12 – Solutions to Social Problems
  April 10 – Paper # 2 Due

April 17 – Catch up and Review Day

April 19 – Exam 3 over *Growing up Fast and lecture*

April 27 – Final Exam at 11:30am / Directions will be given out later.

**Syllabus Change Policy:** Syllabus is subject to change based on the needs of the course.

**Grading Scale:**
  405 to 450 points = A
  360 to 404 points = B
  315 to 359 points = C
  270 to 314 points = D
  269 points and below = F / I will not use the plus or minus policy.