



FORT LEWIS COLLEGE
Durango, Colorado

FLC MISSION

Fort Lewis College provides an integrated and formative liberal arts and professional education to a diverse student population, preparing global citizens to work in and contribute to a complex world.

COURSE INFORMATION

SOC 100: Introduction to Sociology

CRN: 20768

Fall 2018: 3 Credits

Course Format: Traditional Classroom Lecture and Experiential Learning

Semester Dates: 08/27/2018-12/13/2018

Day and Time : MWF; 8:00-8:55am

Room: NOBLE 135

Professor:

Dr. Benjamin James Waddell

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M 9:00-10:00am (El Centro de Muchos Colores)

WF 9:00-10:00am (Reed 073)

*Or by appointment.

1. COURSE DESCRIPTION AND LEARNING OUTCOMES

Course Description

Sociology is the scholarly practice of connecting personal matters with public issues. The class is designed to provide students the opportunity to grapple with the social context in which we live and reflectively explore how we perceive those contexts. Social contexts can range from sports to science, emotions to environments, gender to government, and most everything in between.

Course Learning Objectives

- To explore the roles social institutions and ideologies play in shaping individual lives.
 - To reveal how personal identities are publicly created and maintained.
 - To examine the existence and perpetuation of social inequalities.
 - To inspire students to use sociological perspectives to make sense of their own lives.
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Sociology Program Learning Outcomes

SOC 100 will introduce the following program learning outcomes:

- Relationship between individual and society
- Theoretical proficiency
- Community and Civic Engagement
- Relations of Power
- Critical Thinking

Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.

LAC Learning Outcomes (for LAC courses only)

gtPathways, Social and Behavior Science (SS-3)

Collectively, the general education requirements in social and behavioral sciences are designed to help students acquire a broad foundation in social science knowledge and ability to apply this understanding to contemporary problems and issues. Specifically the social and behavioral sciences requirement helps students:

- Gain insight into the methods of social sciences.
 - Understand historical and social frameworks.
 - Understand how individuals relate to the social world, past and present.
 - The course will also provide practice in the following skills:
 - Knowledge of the diversity of past and present human cultures
 - Written communication
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gtPathways

This course meets the following gtPathway Student Learning Outcomes:

Diversity & Global Learning

Competency in Diversity & Global Learning refers to a student's ability to critically analyze and engage complex, interdependent structures and constructs (such as natural, physical, social, cultural, economic, or political) and their implications for individuals, groups, communities, or cultures. This competency will introduce students to various concepts toward building their awareness of diversity and the importance of inclusivity. Through diversity and global learning, students should seek to understand how their actions affect both local and global communities.

Student Learning Outcomes (SLOs)

1. Build Self-Awareness

- Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

2. Examine Perspective

- Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

3. Address Diversity

- Make connections between the worldviews, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

Critical Thinking

Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.

Student Learning Outcomes (SLOs)

1. Explain an Issue

- Use information to describe a problem or issue and/or articulate a question related to the topic.

2. Utilize Context

- Evaluate the relevance of context when presenting a position.
- Identify assumptions.
- Analyze one's own and others' assumptions.

5. Understand Implications and Make Conclusions

- Establish a conclusion that is tied to the range of information presented.
- Reflect on implications and consequences of stated conclusion.

The gtPathway Student Learning Outcomes will be assessed through the following signature assignment(s):

- **Personal Reflection Paper**

Your personal reflection paper is a self-awareness, or self- evaluation of the sociological knowledge you have learned in this course. Please think about how the aspects of your own personal behaviors and attitudes are enlightened or advanced through the teaching of diversity (world views and historical context), individual, group and community perspectives on the topics discussed during this semester (such topics as race, gender, class, ethnicity, families, elders, abortion, aging, poverty, capital punishment, etc.), and your understanding

of the power structures in society that influence the experiences and actions of society as a whole, in groups, in communities and on individuals. Please choose one (1) sociological theoretical perspective you have learned to support your new found understanding of society.

This will be a three (3) to five (5) page paper, typed, with a cover page. On the cover page please include your name, this course number, semester, and due date of the paper.

2. ACADEMIC INTEGRITY AND CREDIT HOUR

Academic Integrity

Academic dishonesty includes all forms of unethical or illegal behavior which affects a student's academic standing, including, but not limited to, cheating on exams, plagiarism, forgery of academic documents, falsification of information on academic documents, or unauthorized access to computer files containing academic information. Academic dishonesty may result in sanctions ranging from a lowered grade on a particular assignment to an "F" in the class and report submitted to the Office of the Vice President of Academic Affairs. The policy on academic dishonesty by students can be found at <http://www.fortlewis.edu/Portals/12/Docs/PART-III-Academic-Dishonesty.pdf>

Academic Credit Hour

One credit hour is equivalent to one hour of guided instruction (50 minute class) and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester. The typical student in this 3-credit course should expect to spend at least 6 hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/ exams, problem solving, developing and completing projects, and other activities that enhance learning.

3. ABOUT THE SOCIOLOGY DEPARTMENT

Why Study Sociology

Sociology seeks to explore how our individual and collective biographies intersect history within society. The relationships between social structure and individual consciousness, historical processes and everyday life, and collective interests and individual prerogatives provide the sociological substance by which we become self-conscious. It is through the study of sociology that we learn how our lives and ideas are shaped by the larger social world. Additionally, sociology helps us recognize how we participate in the construction of the social world. In order to cultivate critical consciousness and active participation in processes of development and change in society, the Sociology and Human Services curriculum is organized to facilitate the integration of theory (reflection) and practice (action).

Why Study Sociology at Fort Lewis College

At Fort Lewis College, you can work for change while you're in school. In the Sociology & Human Services program, you'll learn to think critically about the world you live in and the daily events you read about in the news. It is through the study of sociology that we learn how our lives and ideas are shaped by the larger social world. Additionally, sociology helps us recognize how we participate in the construction of the social world.

You'll also find ways to work for the welfare of others and to create change. And you won't just be learning how to do this from books: You'll be in the community making it happen. The experiences you gain through Block Internship, Mexico, Community Services, and Service Learning programs will help you find meaningful employment or get admitted into graduate school.

Sociology majors complete a common core of Sociology classes which incorporate theory, writing, and service learning courses. Students are also able to choose from a variety of classes that emphasize their interests. Throughout your studies, our small classes also mean you get an individualized education from our expert faculty. Because our faculty's focus is on teaching, they work closely with their students, taking pride in keeping their office doors open, being involved in their students' progress, and tailoring their assistance to each learner's needs.

Fort Lewis College Department of Sociology

The Fort Lewis College Department of Sociology is unique among sociology departments nationally because all our teachers strategically and deliberately foster a liberatory educational experience grounded in social justice and activism. This empowering, active, reflective approach nurtures the mind, body, soul, and collective.

4. WRITING CENTER

The Writing Center is staffed by trained and certified peer tutors. We are strong writers in different disciplines, and work at the WC because we are interested in supporting other student writers! The purpose of the Writing Center is to give you a place where you can get one-on-one help with any writing assignment or project. You can visit the WC at any point in your writing process: from generating ideas, to establishing an organizational structure, to polishing a final draft. Our goal is to collaborate with you as you develop new skills, and to support you in becoming a confident, independent writer.

Where Are We and How Does it Work?

We are located in Jones 105 C. Half-hour appointments are available by signing up online. We will also take drop-in appointments as long as the tutor on duty is free.

What Can You Do to Prepare for an Appointment?

Our service is absolutely free, so simply bring the assignment guidelines that were provided by your instructor. The text(s) you are using can also be helpful--the books, readings, or other materials you're working with. If possible, come with specific questions about your work. But if you aren't even sure where those questions start, that's okay.

5. DISABILITY SERVICES

Disability Services promotes equal opportunity for students with disabilities in pursuing higher education and achieving academic goals. Disability Services hopes to play a role in your college journey as you develop independence and the ability to effectively self-advocate. We hope you use us as a resource during your time at Fort Lewis. Please keep in mind that collaboration with Disability Services is student-driven and student-initiated. Feel free to contact us with questions, concerns, or feedback. All students apply to Fort Lewis College through the Office of Admissions regardless of whether or not there is a disability present. "Fort Lewis College is committed to providing all students a liberal arts education through a personalized learning environment. If you think you have or you do have a documented disability which will need reasonable academic accommodations, please contact, Dian Jenkins, the Director of Disability Services, 280 Noble Hall, 970-247-7383, and/or jenkins_d@fortlewis.edu for an appointment as soon as possible.

6. COURSE REQUIREMENTS AND GRADING POLICY

- **Quizzes (20%):** Four *unannounced* quizzes will be administered throughout the semester. Quizzes will address material covered in the previous two or three weeks plus the material assigned for that particular day.
- **Essay Assignment Part 1 (10%) and Part 2 (20%):** Part of your grade will be determined based on your performance on a two-part essay assignment. The first part of the assignment is worth 10% of your final grade, while the second part of the assignment is worth 20%. Further details concerning these assignments are provided on the course website: benjaminjameswaddell.com
- **Midterm exam (20%):** A midterm exam will be given midway through the semester. The exam consists of multiple choice and true/false questions. If you read, take the assigned quizzes, and attend lecture you will be well prepared for the exam.
- **Final Presentation (20%):** Toward the end of the semester students will give a group presentation in class. Presentations will be done in groups of three to four students. Additional information concerning this assignment is provided on the course website.
- **Final Exam (10%):** Students will take a comprehensive final exam during finals week. Details will be announced in the weeks leading up to the exam.
- **Written work:** All written work must be typed, double-spaced, 12-point font (Garamond or Times New Roman preferred), with 1" margins on all sides. In general students should follow American Sociological Association (ASA) guidelines. (See link on course website for specifics.) Hard copies of papers should be during class unless I request a digital copy. Late papers will be penalized with a 10-point deduction for *each day* after the deadline.
- **Extra Credit:** For each essay, if you utilize the writing lab I will increase your final grade, for that particular assignment, by 5 percent. You will need to provide edited drafts with your final essay.
- **Making up work:** If you ask me to make up work, including quizzes, due to an illness or an accident or a death in your family, please provide a doctor's note, emergency room paperwork, police report, or some other form of documentation to corroborate the reason for your absence. This needs to be presented in the next class session you attend.

7. GRADING SCALE

Letter Grade	GPA	Percentage
A	4.0	94-100%
A-	3.7	90-93%
B+	3.3	87-89%
B	3.0	83-86%
B-	2.7	80-82%
C+	2.3	77-79%
C	2.0	73-76%
C-	1.7	70-72%
D+	1.3	67-69%
D	1.0	60-66%
F	0.0	0-59%

8. REQUIRED TEXTBOOK(S)

Required Text

-*Blink: The Power of Thinking Without Thinking*, by Malcolm Gladwell (paperback).

-Readings are available as links and PDFs on my website: benjaminjameswaddell.com

9. COURSE OUTLINE AND TOPICS

Date	Topic	Reading	Assignments
08/27	Intro to Course	-Syllabus (benjaminjameswaddell.com) -"Tips for being a successful student." (Website.)	*Get to know course.
08/29	What is Sociology?	-C. Wright Mills, "The Promise." (Website)	
08/31	The Science of Sociology	-Richard J. Gelles and Mary M. Cavanaugh, "Association is Not Causation." (Website)	
09/03	The Science of Sociology	- <i>Blink</i> , 1-47.	-
09/05	The Science of Sociology	-Watch: "The Frightening Legacy of U.S. Syphilis Experiments in Guatemala." http://goo.gl/zLQRyo	
09/07	The Science of Sociology	-William E. Thompson, "Hanging Tongues: A Social Encounter with the Assembly Line." (Website)	
09/10	U.S. Census	- <i>Blink</i> , 48-72. -In-class workshop about how to use U.S. Census data.	*Watch: "Center of Population: What can we learn from these changes?"

		-Bring laptop if possible.	http://goo.gl/QxMyhG
09/14	The Role of Culture in Society	-Horace Miner, "Body Ritual Among the Nacirema." (Website)	*Watch: "The Freakonomics of Crack Dealing." http://goo.gl/VYhM81
09/17	Socialization in Context	-Lera Boroditsky. "How Language Shapes Thoughts." (Website) -Alice Robb. (2014) "Multilinguals Have Multiple Personalities."	-Watch: "The Linguistic Genius of Babies." http://goo.gl/f4dsnU
09/19	Socialization in Context	-Herbert C. Kelman and V. Lee Hamilton, "The My Lai Massacre." (See Ch 5 in <i>Readings for Sociology</i> PDF, pgs. 35-52)	*Watch: "Sebastian Junger: Why Veterans Miss War." http://goo.gl/xtb1gC
09/21	Stratification	Karl Marx and Friedrich Engels, "Manifesto of the Communist Party." (Website) -Shervin Assari. (2017) "Why poverty is not a personal choice, but a reflection of society."	-Watch: "Beware, fellow plutocrats, the pitchforks are coming." http://goo.gl/DlvnkB
09/24	Stratification	The Great Divergence: Part 1-3	
09/26	Stratification	The Great Divergence: Part 4-6	
09/28	Stratification	The Great Divergence: Part 7-10	
10/01	Stratification and Race	-William Julius Wilson, "When Work Disappears." (Webpage)	*Essay Assignment 1 Due In Class!
10/03	Stratification and Race	-Massey and Lundy. "Use of Black English and Racial Discrimination in Urban Housing Markets." (Webpage) -Bertrand and Mullainathan "Are Emily and Greg More Employable Than Lakisha and Jamal? (Webpage)	
10/05	Stratification and Race	- Lopez, German. "Why police so often see unarmed black men as threats." -Massey, Douglas. "The Psychology of Social Stratification." (Website)	*Watch: "Questionable Police Tactics." http://goo.gl/yCouMk
10/08	Stratification and Race	- <i>Blink</i> , 72-99.	
10/10	Midterm Review	-Midterm Review in Class	*Review for midterm exam.
10/12	Midterm Exam	Midterm Exam in Class	*Midterm Exam
10/15	Black Markets	-History of War on Drugs -Patrick Radden Keefe, "Ghetto Capitalism."	
10/17	Black Markets	-Mexico's War on Drugs	
10/19	Black Markets	-Robert J. MacCoun and Peter Reuter, "Does Europe Do It Better? Lessons from Holland, Britain and Switzerland." (Website) -The Rat Park Experiment	-Watch: "How global crime networks work." https://goo.gl/hsXhEf
10/22	Black Markets	-Ronald Weitzer, "Prostitution: Facts and Fiction." (Website) -Blink , 99-147.	
10/24	Immigration	-"Why people migrate: A plea for empathy from Nicaragua."	
10/26	Immigration	- <i>Sin Nombre</i> (in class)	
10/29	Immigration	-Robert Sampson, "Rethinking Crime and Immigration." (Website)	

10/31	Immigration	- Indigenous people invented the so-called 'American Dream'	
11/02	Native Americans	-A History of Federal Indian Policy (website)	
11/05	Native Americans	- <i>In Whose Honor?</i> (in class)	
11/07	Native Americans	- How Columbus, of all people, became a national symbol	
11/09	The Environment	-Garrett Hardin "The Tragedy of the Commons."	-Watch "Let's Prepare for Our New Climate." http://goo.gl/zESLjr
11/12	The Environment	-Christopher Wanjek. "The Truth Behind Early Puberty." -Marcia E. Herman-Giddens et al. "Secondary Sexual Characteristics in Boys."	-Watch "Salvation (and profit) in Greentech." http://goo.gl/u2bhdK
11/14	The Future of Humankind	- "Survival of the Richest." - Why Native Americans do not separate religion from science	*Essay 2 is due today in class!
11/16	Workshop	-In-class workshop on oral presentations	
11/19	No Class	-Break	-Work on presentation
11/21	No Class	-Break	-Work on presentation
11/23	No Class	-Break	-Work on presentation
11/21	Final Presentations		
11/23	Final Presentations		
11/26	Final Presentations		
11/28	Final Presentations		
11/30	Final Presentations		
12/03	Final Presentations		
12/05	Final Presentations		
12/07	Final Presentations		
12/07	Final Presentations		
12/10	Finals	- <i>Blink</i> , 147-254. -Details TBA	