

UNIVERSITY OF TAMPA
SOCH 100P: HONORS INTRODUCTION TO SOCIOLOGY
Spring 2019

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|--------------------|----------------------|----------------|--|
| CLASS: | TR 4:00-5:50 pm | OFFICE: | MW 1:30-3:30 pm, TH 1:00-1:30 pm |
| INSTRUCTOR: | Dr. Bruce K. Friesen | | or by appointment |
| OFFICE: | PH Science Wing 241 | E-MAIL: | bfriesen@ut.edu |
| CLASSROOM: | PH 354 | PHONE: | 813.257.3464 |

I. REQUIRED TEXTS:

- Friesen, Bruce. 2015. *Moral Systems and the Evolution of Human Rights*. The Netherlands: Springer (see Blackboard).
- Susan Ferguson. 2018. *Mapping the Social Landscape, 8th ed.* NY: McGraw-Hill.
- Education Reading (see Blackboard).

REFERENCE TEXT:

- Cragun, Ryan et al. 2019. *Introduction to Sociology Wikibook*.
http://en.wikibooks.org/wiki/Introduction_to_Sociology [free, with open access].

Getting the Most out of your Wikibook: The Wikibook text is a labor of love written by several sociologists, most from the University of Tampa. Aside from (no) cost, the Wikibook takes advantage of digital formats by embedding links to video and other interesting links in the text itself. Let your self-interest lead the way as you explore and learn by clicking on links in or at the end of each chapter. Many of the studies referenced in the chapters also have hotlinks to the original source. Have a suggestion for a link? Send it to your professor (bfriesen@ut.edu)! It might just show up in the next version of the book!

II. PURPOSE OF THE COURSE:

To empower you, the student, to gain more control over your life through the discussion of sociological perspectives of human behavior and by applying the scientific method to the study of social phenomena. By examining sociological perspectives and methods, you will have opportunities to develop a greater understanding of social forces; how they work in your own life, and how you can use them to your advantage. This class is enriched because it is an **Honors** course. During the semester we will learn about the **human rights movement**, the history of nation-states, and their incumbent constitutions. As an exercise, we'll also try our hand at updating the U.S. Constitution; one of the oldest in the world. These class components are designed to help you further improve your ability to think critically, read, write, and increase your comprehension.

Part of this endeavor gives us an opportunity to try to answer the big question: **What does “never again” mean, and how can we ensure the promise? We’ll consider the role nation-states and their incumbent Constitutions may play in preventing war and civil strife.**

Understanding sociological processes ultimately assists the development of a more just and tolerant society (a “civil democracy”) and one which is filled with enriched opportunities for all. This class is therefore one of the core courses in the Baccalaureate experience. It meets the following Baccalaureate goals as listed in the University’s catalog:

- #1. To learn to communicate effectively through reading, writing, speaking, listening, and observing, so as to acquire, develop, and convey ideas and information.
- #2. To examine issues rationally, logically, and coherently.
- #4. To understand the foundations of science, scientific methods and the impact of science upon society.
- #9. To understand both the commonality and diversity of human social existence in an increasingly interdependent world.

III. OUTCOMES

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

1. Discuss the history, practice, and ethical use of sociological theory, methods, and interventions at micro, meso, and macro levels of society.
2. Understand and apply sociological theories to contemporary social issues, conflicts, and problems in local and global contexts.
3. Understand and apply sociological methods to investigate contemporary social issues, conflicts, and problems in local and global contexts.
4. Compare and contrast the application of different theories and methods to social issues, conflicts, and problems in society
5. Understand and apply sociological methods and theories to concrete situations, contexts, and decision-making processes through applied research and sociological practice activities.
6. Prepare and disseminate sociological knowledge in written, oral, and multi-media forms.
7. Students will experience professional socialization for majoring in Sociology at UT, for future careers in Sociology, and for preparing to apply to graduate school.
8. Students will become familiar with examples of sociological processes in both international/global and non-western societies.

IV. COURSE REQUIREMENTS:

All course requirements must be completed for a passing grade in this course.

| <u>Requirement:</u> | <u>Points:</u> | <u>Percentage:</u> |
|----------------------------|-----------------------|---------------------------|
| Mid-Term Exam | 60 | 15.0% |
| Pres/Paper/Quiz Ques. | 40 | 10.0% |
| Quizzes (17x5 pts) | 85 | 21.2% |
| Holocaust Paper | 30 | 7.5% |
| Comparison Paper | 50 | 12.5% |
| Constitution Revision | 50 | 12.5% |
| UDHR Journal | 10 | 2.5% |
| Professionalism | 15 | 3.8% |
| Final Exam | <u>60</u> | <u>15.0%</u> |
| TOTAL | 400 | 100% |

Final course grades are assigned according to the following points:

| | |
|------------|------------|
| 360-400 A | 280-311 C |
| 352-359 AB | 272-279 CD |
| 320-351 B | 240-271 D |
| 312-319 BC | <240 F |

A. Examinations – A study guide will be handed out one week before each of the two essay exams.

PLEASE NOTE: Missing a scheduled examination is a serious violation of this contract. Make-up exams will ONLY be scheduled due to extenuating circumstances. If an exam must be missed, contact the professor in advance whenever possible. Documentation of the reason for your absence (e.g. doctor's note, funeral eulogy, police report) is required for a make-up exam.

B. Presentations and Quizzes on Ferguson Readings: On the appointed days, one student will distribute to the class and hand in a **two-page paper** describing the issues below. The quiz number, chapter title and number, and the STUDENT'S name must be on the handout. On the same day the student will give a **5 to 10 minute presentation** on a reading of their choice of reading. On the day of her or his presentation, the same student will also prepare and hand out five typed **true or false questions** on the reading for their classmates (17 copies plus one for Dr. Friesen). These questions must be **pre-approved** by the Instructor no later than the class before the day in which they are administered. Specific readings will be assigned as class readings during the first week of class.

Student papers and presentations will be evaluated on the following:

| Points: | Issue: |
|----------------|---|
| 10 | In <u>one</u> sentence, identify and describe the sociological principle, process, or theory described in your reading (i.e. that which is generalizable or sociological). In contrast to a thesis, the principle of human behavior is necessarily abstract and therefore applicable to situations other than that described in your reading. |
| 5 | Describe how the author made use of the observation, principle, process or theory to make sense out of the social phenomena they studied. |
| 5 | Identify and describe a current issue (attach news article). The <i>issue</i> should be different than the one addressed in the reading, but the principle, process or theory should be the same. |
| 10 | Describe how the principle, process or theory can be used to make sense out of the current issue you have identified. |
| 30 | Subtotal - number of points for your handout |
| 5 | Quality of Oral Presentation (i.e. engaging, not read, NO article summary per se) |
| 5 | Quality of Quiz Questions (i.e. presence of discriminant validity, preapproved. List date, quiz number, name of article and author(s), and your name as presenter on quiz). |
| 40 | TOTAL POINTS |

C. Holocaust Paper: This assignment involves the following steps:

1. Consult at least 3 sources to educate yourself on the Holocaust of WWII. How many Jews were killed? What other groups were sent to concentration camps? How many people in total died in concentration camps? What is significant about the phrase, “Never again?”
2. Spend at least one hour visiting the St. Petersburg Holocaust Museum. Admission is \$10 for students (<https://www.flholocaustmuseum.org/>). Be sure to watch the 15 minute video at the museum of testimonies of Tampa residents who survived the Holocaust.
3. Submit a 3 page (minimum), double-spaced paper on Blackboard, describing a) the sources you consulted in #1 above and what you learned from them (1 page), b) your impressions and reactions to what you saw in the Holocaust Museum (1 page), and c) your reflections on how the world might fulfill the promise of “never again.”

This, and all written assignments, should be submitted in a Word document following ASA format. A guide is posted for you on Blackboard.

Constitutional Convention

As an exercise, our class will make an attempt to update the U.S. Constitution with references to human rights. Our class will focus on the right to benefit from the advancements of science. You’ll have opportunity to identify some area of human life that could be enriched by applying knowledge gleaned from science. Many scholars have suggested a Constitutional revision for the U.S. Here is a brief description of one example: http://en.wikipedia.org/wiki/A_More_Perfect_Constitution.

The next three class components are specifically related to our *Constitutional Convention*:

D. Comparison Paper: Once you have selected your topic, you’ll compare relevant articles in the constitutions of three other countries, using this site as a tool to search for articles and make comparisons: <https://www.constituteproject.org/>. Your paper should: identify your topic and give a brief background to the issue, should describe your search process in finding related constitutional articles, identify the three relevant countries, and describe and critique the articles you found. In other words, what do you like and not like about the articles, and why? (3 to 5 pages).

E. Constitution Revision: In this paper, you’ll: a) give more background to the science issue you have

identified, b) explain its importance to human beings, and c) justify an article to be included in the Constitution. In what way is it related to the international human rights movement? d) You'll then present your article, explain why you worded it the way you did, and e) anticipate the impact it will have. Will it cost taxpayer dollars? Will new government organizations need to be set up to ensure that the right will be respected? What do you anticipate will be the long-term impact of including the article in the Constitution? Do you anticipate that the article will directly or indirectly decrease the possibility of civil or international war? Explain. (3 to 5 pages). International human rights instruments are here if you care to refer to any:

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/UniversalHumanRightsInstruments.aspx>.

F. UDHR Collective Reading: Our class will organize a collective reading of an abbreviated version of the Universal Declaration of Human Rights on campus, to inform and inspire. It will be held on April 30, 2019: International Holocaust Memorial Day (Yom ha Shoah). Keep a journal of your contributions to the project.

G. Professionalism – Employers expect college-educated employees to act in a professional manner. *Professional* behavior usually comes from individuals who adopt the mature attitude that others' feelings and rights are as important as their own. Indeed, democracy is based on this premise. *Unprofessional* behavior, by contrast, is more self-centered. *The ability to work with others (that is, to act professionally) is consistently identified by employers as one of the most sought-after skills in potential employees.* This article affirms that social skills are important regardless of how skilled you are:

https://hbr.org/2015/08/research-technology-is-only-making-social-skills-more-important?utm_source=Socialflow&utm_medium=Tweet&utm_campaign=Socialflow

Over the semester, you'll earn professionalism points for the following three types of activities:

1. Professional Class Behavior

- being on time for class
- staying for the duration of the class
- listening respectfully while others (including the professor) are talking
- making AT LEAST one comment per class session
- being sensitive not to dominate class discussions
- being prepared for class and being on task when class is in session.
- communicating with others (including the professor) in a respectful manner.

Points are *not* earned for unprofessional behaviors, which include:

- Tardiness (i.e. being late)
- Cell phone use (e.g. texting, web surfing) or computer use
- *leaving while class is in session*
- buzzing or ringing cell phone
- not completing the assigned readings before class
- communicating with others when someone else has the floor
- off-task activities like working on homework for other classes
- sleeping in class
- displaying disrespectful gestures or other forms of non-verbal communication.

Professional classroom rules of etiquette are set with the best interests of students at heart and are informed by the latest **research on learning**. To learn how technology can *impair* learning, watch the first 20 minutes of *Digital Nation* (<http://www.pbs.org/wgbh/pages/frontline/digitalnation/view/>), read this article (http://www.theguardian.com/science/2015/jan/18/modern-world-bad-for-brain-daniel-j-levitin-organized-mind-information-overload?CMP=fb_gu), or consider the substantial body of evidence

cited in Bauerlein's book *The Dumbest Generation* (Tarcher, 2009).

To understand how taking notes by hand is superior to computer use, consider studies like the two described here: <http://pss.sagepub.com/content/early/2014/05/21/0956797614524581>, or <http://chronicle.com/article/The-Benefits-of-No-Tech-Note/228089/>. This is why power point slides are NOT made available: taking notes results in superior learning. Thus, **do not use your computer in class; take notes by hand.**

2. Regular Class Attendance:

The University's official attendance policy can be found here:

<http://ut.smartcatalogiq.com/en/current/catalog/Academic-Policies-and-Procedures/General-Attendance>.

It allows ONLY the following **excusable absences**:

- court-imposed legal obligations (e.g., jury duty and subpoenas)
- unavoidable medical procedures
- required participation in University-sponsored events (e.g., performances, athletic events, academic research presentations)
- observation of religious holy days
- requirements of military service
- documented illness, injury, or hospitalization
- deaths in the immediate family
- consequences of severe weather.

To be excusable, your professor must be informed in advance of the reason for the absence and be provided with **documentation**.

The University attendance policy states explicitly that employment schedules, athletic training and practice schedules, and personal appointments are *not* valid reasons for scheduled absences. *Asking* for an exemption from these professional expectations is unprofessional and can negatively impact your grade. Missing more than ¼ of class sessions, for ANY reason, results in a failing grade for the course.

3. Completing various assigned activities

This includes submitting any non-graded work that might be assigned, emailing your professor the verification of completion of the end-of-term course evaluation, and other duties.

V. COURSE EXPECTATIONS:

A. No Recordings - Prof. Friesen's lectures are copyrighted. You are NOT allowed to record lectures electronically without explicit permission from the Instructor. In the rare case that you receive this permission, the recording must be destroyed within one week of its creation.

B. Academic Integrity - Most members of society expect that people with college degrees act with integrity and determination. Indeed, we expect it of ourselves and each other. Your own ethical behavior will reflect positively on both you and the fine tradition established at the University of Tampa, and will raise your self-esteem. Violations of this code cast doubt on us all.

We therefore have little tolerance for those who choose to cheat, plagiarize, or otherwise violate the integrity of the educational experience. See the Student Handbook (Article 2, Academic Integrity; <http://www.ut.edu/studentlife/Judicialaffairs/regulations.html>) for a description of University policy.

As a reminder, *copying an author's words OR even ideas (this includes those of another student or any information collected via the Internet or other sources) and presenting them as your own is academic fraud or plagiarism*. Thus, make sure the work you hand in is entirely your own. Cite the sources of any phrase or idea that is not your own, and include all cited sources in a bibliography.

Students are required to follow the ASA style. *It is YOUR responsibility to educate yourself how to make correct parenthetical citations and bibliographic entries in ASA format and otherwise avoid what constitutes as plagiarism.* In addition, always keep a copy of any work you hand in. Be aware that your Instructor may use software to identify portions of papers which have been taken from other sources such as the Internet.

Any student found guilty of violating the rules for academic integrity will, at a minimum, be awarded a grade of “F” for the assignment and/or the course. A report will also be filed with the Dean of Students who will decide whether further disciplinary action is warranted.

C. Blackboard - Handing Assignments in on Blackboard: Professional behavior warrants submitting the correct assignment in on time. Double-check yourself to make sure you are accurate. Submit the correct assignment, on Blackboard, NOT via email. Submit it on time. Your assignment must be saved in MS Word. Be sure to submit the correct document. Submit it well before the deadline so it will not be late in case of a power failure or website failure. It is your responsibility to get your work submitted correctly and on time. Not meeting these expectations warrants a lower grade.

If you make an incorrect submission, contact the Instructor and request your Blackboard submission be deleted so you can resubmit the correct one. Penalties apply.

You are also invited to enroll on Blackboard in the **UT-SOCCLUB**. You’ll find out about extra credit opportunities, fun and interesting Soc Club events, and more!

VI. ASSISTANCE AND ENRICHMENT:

A. People With Disabilities - Welcome to this class! If you have special needs because of any disability, please go to the Academic Success Center in North Walker Hall for information about registering as a student with a disability. You may also call (813) 257-5757 or email disability.services@ut.edu. You are also welcome to discuss this issue with me, in private, if you need more information. Instructors are not informed as to the nature of your disability, but only receive a checklist of accommodations necessary for you to perform at a level comparable to your peers.

B. Free Peer Tutoring is available in the ASC Center, PH 401 (x7251). The staff assistant will schedule an appointment for you. The Saunders Writing Center is also an indispensable tool.

C. For Extra Credit (5 points), you may attend ONE public function (e.g. a speech or play) related to this course for extra credit. I hope you’ll attend more than that, but I’ll supply this incentive to get you started. You MUST receive PRIOR approval from the Instructor before the event. You must NOT have seen the presentation or movie before, and you should NOT use the same event for credit in another class as well.

Hand in a two-page, double-spaced paper saved in MS Word, summarizing: 1) the content of the presentation (1 page), 2) your reaction (half page), and 3) the way in which the presentation was related to *any* part of the course (half page). **DUE ON OR BEFORE APRIL 30 (midnight)**. You have at least three months to complete this assignment; it is unprofessional to ask for an extension.

D. Subject/Content Standards – for Florida Teachers -The student will demonstrate acceptable performance of the Secondary Education, Music Education and Physical Education subject Matter Content Standards for Florida’s teachers as they relate to the teaching of sociology in the Secondary School.

7.1 To understand the elements of social structure such as status, role conflict, and role strain.

7.2 To understand the types of social organizations from small groups to formal organizations.

7.3 To understand the processes of discrimination, prejudice, and stereotyping with regard to topics such as race, ethnicity, and gender.

7.4 To understand the major institutions of society, such as the family, education, religion, politics, the economy, and the media.

TOPICAL OUTLINE FOR INTRODUCTION TO SOCIOLOGY

Complete readings **BEFORE** the topic is addressed in class. Wikibook readings are optional.

| DATE: | CHAPTER TITLE: | PRESENTATIONS: | FERGUSON CHP. | HR READINGS | WIKIBOOK |
|--------------|---|-----------------------|--------------------------|------------------------------------|-----------------|
| Jan 22 | Introduction | | | | 1 |
| 24 | Introduction, Sociology | Friesen | 2 | | 22 |
| Jan 29 | General Sociological Theory | | | | 3 |
| 31 | A History of Society | Lily C. | 5 | Friesen 1-3 | |
| Feb 5 | Culture | Emily R. | 13 | | 5 |
| 7 | Culture | | | Friesen 4 | |
| Feb 12 | Socialization | Amy E. | 19 | Friesen 5 | 6 |
| 14 | Socialization | | | Rights Matter! | |
| Feb 19 | Human Rights Holocaust Paper Due | Lauren G. | 21 | Human Rts 101 | |
| 21 | Sociological Methods | Ashley VK | 8 | | 2 |
| Feb 26 | Nation States | | | The Nation-State | |
| 28 | The Right to Science Study Guide Handed Out | Kayla B. | 22 | Science as a HR | |
| Mar 5 | Deviance | Katie S. | 20 | | 10 |
| 7 | Mid-Term Exam | | | | |
| Mar 12 & 14 | Spring Break; NO CLASS | | | | |
| Mar 19 | Social Stratification | Julianne D. | 18 | | 11 |
| 21 | Social Strat./Race & Ethnicity | Julianna M. | 14 | | 12 |
| Mar 26 | Race and Ethnicity Comparison Paper Due | Bianca R. | 32 | | |
| 28 | Gender | Dominic G. | 9 | What Color is the Constitution? | 13 |
| Apr 2 | Gender | Caeley M. | 27 | | |
| Apr 4 | Family | Lauren B. | 43 | | 15 |
| Apr 9 | Family | Taylor C. | 33 | A Crisis for HR | |
| 11 | Religion | Jarred M. | 45 | | 16 |
| Apr 16 | Religion Constitutional Revision Due | | | | |
| 18 | Demography | Kassie R. | 53 | | 8 |
| Apr 23 | Demography | Brendan T. | 56 | | |
| 25 | Education Study Guide Made Available | | | Bb Reading | |
| Apr 30 | Education/Being a Sociologist | | | | |
| 2 | Collective UDHR Reading | | | | |
| May 7 | Tuesday, 3:45-5:45 p.m. FINAL EXAM | | | | |