

SOCIOLOGY 110: The Social World

Fall 2009

Section 03: 9:25-10:50 a.m. TR
Room 113 Carl Wimberly Hall
University of Wisconsin- La Crosse

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Office Hours: Tuesdays and Thursdays 11:00 – 12 noon *or by appointment*

Required Texts:

Gladwell, 2008. *Outliers: The Story of Success*. Little, Brown and Company. THIS IS A PURCHASE BOOK!
Schaefer, Richard T. 2008. *Sociology: A Brief Introduction*. 7th edition. Boston: McGraw Hill.
Schlosser, Eric. 2001. *Fast Food Nation: The Dark Side of the All-American Meal*. Perennial
Shipler, David K. 2004. *The Working Poor: Invisible in America*. New York: Knopf.

Sociology and Archaeological Studies as Writing-in-the-Major Programs

The Sociology and Archaeological Studies majors in the Department of Sociology and Archaeology are both “writing-in-the-major” programs (WIMP). The purpose behind the program is to insure that any undergraduate who completes a major in Archaeology or Sociology has experienced sufficient informal and formal writing experiences so that graduates are proficient at communicating through a variety of formats. In all your anthropology, archaeology and sociology courses you will be writing, and in each class, you may be asked to do a wide variety of types of writing. The department sees writing as an extremely important skill and as a mechanism to enhance student learning. In addition, you will learn the referencing and citation style used by archaeologists or sociologists. By completing the archaeology or sociology major, you will be completing the “writing emphasis” component of your general education requirements. The objectives of the writing-in-the-major program are available at <http://www.uwlax.edu/wimp/about/approach.htm>. The student learning outcomes for sociology and archaeology majors at UW-L are available on the department webpage at <http://www.uwlax.edu/sociology/>.

Disability Access

Any student with a documented disability (e.g., physical, learning, psychiatric, vision, or hearing) who needs to arrange reasonable accommodations must contact the instructor and the Disability Resource Services Office (165 Murphy Library) at the beginning of the semester.

Academic Misconduct (Cheating and Plagiarism)

Academic misconduct is a violation of the ASA code of ethics and the [student honor code](#). Plagiarism, including inadequate referencing or citation of other research is unacceptable. All work handed in for this class must be the students’ own individual work. Plagiarism or cheating in any form may result in failure of the assignment or exam, failure of the course, and may include harsher sanctions. Refer to the *Eagle Eye* at http://www.uwlax.edu/StudentLife/academic_misconduct.htm for a detailed definition of academic misconduct. For helpful information on how to avoid plagiarism, go to <http://www.uwlax.edu/MurphyLibrary/research/plagiarism.html>.

UW-L General Education Program

The General Education Program aims to cultivate knowledge, skills and dispositions essential for independent learning and thinking. Sociology 110, The Social World, is in the General Education area of “Self and Society: Understanding Oneself and the Social World” and assists students in being able to do one or more of the following: This course assists students in being able to do one or more of the following:

1. Understand and describe the use of elementary methods of social science inquiry (observation, experiments, surveys, etc.).
2. Distinguish between personal experience/personal values and systematically tested scientific conclusions.
3. Articulate the impact of societal institutions on the experience of individuals, groups, organizations, and categories of people.
4. Demonstrate a comprehension of basic processes used by human societies in their social and technological adaptations to the natural environment.
5. Compare at least two major societal institutions across two or more societies, reflecting an appreciation for human diversity.
6. Articulate the meaning of basic concepts from one of the social sciences and indicate their relevance to one’s conduct as a citizen, consumer, worker or parent.
7. Apply perspectives originating in any two social sciences to the analysis of a current event of the student’s choice.

Course Description (per undergraduate catalog)

An analysis of the complex relationship between society, the individual and the physical environment. It examines such questions as: how social patterns develop and persist over time; how the individual is shaped by social, cultural and environmental factors; why societies are constantly changing; and how individuals, through social interaction, shape their social world. Cross-cultural comparisons will be emphasized, show how society and the physical environment affect the life choices of individuals.

Course Objectives

By the end of the semester, students are expected to have gained knowledge on the discipline of sociology and should be familiar with sociological concepts, theories and principles. Students will better comprehend how society works while increasing their awareness and understanding of the connections between the larger social forces and their everyday experiences.

Expectations

Students are expected to come to class prepared to discuss the assigned readings. Students are expected to come to class on time and stay the entire course length. Students are also expected to participate in the class discussions. Attendance will be taken each class period and it will be used at the end of the semester to better assess students with borderline grades.

Policy on cell phones and other electronic devices

Please be considerate of your peers and me, and turn OFF your cell phones, iPods, MP3 players or any other voice/texting/music/photo/video devices. You will be asked to leave the room for the remainder of the class period if this policy is violated.

Course Requirements

There are three major requirements in this course:

- 1) **Exams** - There will be a total of three exams in this course. The exams will consist of multiple choice questions. The tests will not only emphasize knowing definitions of specific terms but how to APPLY these terms and concepts. The tests will demand understanding more than memory. The dates for the exams are provided in the course outline below. The exams are not cumulative.
- 2) **Book Summary** - Critical thinking requires that you evaluate what you read with an open mind and possess some knowledge of where and how to find information. Moreover, you must possess the ability to analyze and evaluate the accuracy of that information. To encourage the development of critical thinking skills, **you will be responsible for reading, summarizing and critically analyzing three books. However, you are responsible for turning in only ONE book summary paper.** The books are: *Outliers*, *Fast Food Nation* and *The Working Poor*.
 - ❖ Briefly summarize EACH chapter.
 - ❖ What is the main thesis of the book?
 - ❖ Summarize the book's premise relative to YOUR reaction in a concise manner.

You are expected to turn in a typed, 4-5 page double-spaced (1" margins) paper summarizing and critically analyzing the book of your choice. The papers are due in the D2L DROPBOX by 9 a.m. on the specified date (see course outline below). **NO LATE PAPERS WILL BE ACCEPTED!** The book summary paper is worth a total of **60** points.
- 3) **Exercises** - There will be a total of four exercises throughout the semester. These exercises have individual and group components to them. Each exercise is worth 5 points, for a total of 20 points. In order to receive credit for the exercises, you **must** be present during the class period during which the exercise is handed out and on the day it is due. You must also contribute to the group discussion.

Grades

There are 400 total possible points.

Requirements	Points
Exam # 1: Tuesday, October 13	120 points
Exam # 2 : Tuesday, November 17	110 points
Exam # 3 : Thursday, December 17 @ 10 a.m.	90 points
4 Exercises	20 points
Book Summary	60 points
TOTAL POSSIBLE POINTS	400 POINTS

The grades will be distributed as follows:

GRADE	A	AB	B	BC	C	D	F
TOTAL POINTS	372-400	356-371	332-355	316-331	280-315	240-279	239 or less

Tentative Course Outline

Week	Textbook Material, Group Presentation and Exercises
(1) September 8 & 10	Reading: Chapter 1. Understanding Sociology Exercise # 1: Sociological Imagination
(2) September 15 & 17	Reading: Chapter 1. Understanding Sociology Chapter 2. Sociological Research
(3) September 22 & 24	Reading: Chapter 3. Culture
(4) Sept. 29 & Oct. 1	Reading: Outliers: The Story of Success Book Summary Paper of Outliers: The Story of Success Due in D2L dropbox by September 29 at 9a.m.
(5) October 6 & 8	Reading: Chapter 4. Socialization Exercise # 2: Gender Socialization
(6) October 13 & 15	Exam # 1: Covering Chapters 1, 2, 3, 4, Outliers (TUESDAY, OCTOBER 13) Reading: Fast Food Nation Book Summary Paper of Fast Food Nation Due in D2L dropbox by October 15 at 9 a.m.
(7) October 20 & 22	Reading: Fast Food Nation Reading: Chapter 7: Deviance and Social Control Exercise # 3: Defining Deviance
(8) October 27 & 29	Reading: Chapter 7: Deviance and Social Control Chapter 8: Stratification and Social Mobility in the United States Exercise # 4: Occupation and Income Exercise
(9) November 3 & 5	Reading: Chapter 8: Stratification and Social Mobility in the United States The Working Poor Book Summary Paper of The Working Poor Due in D2L dropbox by November 5 at 9 a.m.
(10) November 10 & 12	Reading: The Working Poor
(11) November 17 & 19	Exam # 2: Covering Fast Food Nation, Chapters 7, 8 and The Working Poor (Tuesday, NOVEMBER 17) Reading: Chapter 10. Racial and Ethnic Inequality
(12) November 24 & December 1	Reading: Chapter 10. Racial and Ethnic Inequality
(13) December 3 & 8	Reading: Chapter 11. Stratification by Gender (p.260-272)
(14) December 10 & 15	Reading: Chapter 13: Religion and Education

FINAL EXAM: THURSDAY, DECEMBER 17 10-NOON
(Covering Chapter 10, 11 & 13)