Sociology 111
Fall Semester 2011
Section 4: B002 JFSB
M W F at 02:00 pm - 02:50 pm

Instructor: Curtis Child
Office: 2036 JFSB
Office Hours: W F 3:00-4:00 pm (or by appointment)
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Email: cchild@byu.edu

TA Information

Name: Whitney Wing
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Location: 2173 JFSB
Hours: F 12:00 - 2:00 pm

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Location: 2173 JFSB
Hours: W F 8:30 - 10:00 am

Texts

The Road
By Cormac McCarthy
ISBN: 9780307387899

Room: A Novel
By Emma Donoghue
ISBN: 9780316098335

Description

The purpose of this course is to introduce students to the field of sociology. We will emphasize critical and sociological thinking while asking (and trying to answer) six main questions: (1) What does it mean to be human? (2) What is real? (3) Are we free? (4) Who wins? (5) Why is there order? And (6) Why do things go wrong? Along the way, we will cover substantive topics such as culture, gender, power, class, race, inequality, deviance, and disaster.

Learning Outcomes

• Develop a sociological imagination
  Students will learn to exercise a “sociological imagination” by contemplating how individuals’ lives are shaped by the social contexts in which they are located.

• Comprehend sociological arguments
  Students will begin to develop the ability to read and comprehend original scholarship and sophisticated written arguments.

• Articulate the sociological perspective
  Students will become adept at articulating the unique sociological perspective through oral argument and writing.

• Become familiar with core themes in sociology
  Students will become familiar with a selection of themes that are central to the discipline of sociology, including gender, race, class, power, inequality, culture, deviance, etc.
Assignment Descriptions

Readings:

This class is organized in such a way that students cannot do well if they do not read the assigned material. Frequent quizzes and exams will directly hold students accountable for readings. The required readings, made available on Blackboard, are listed on the schedule according to the date they are due. I expect students to have them read before coming to class, where they should be prepared to discuss them. Some of the reading material is challenging. If students should find any of it difficult to understand, they should discuss the readings with other students, use a dictionary for difficult words, and/or visit me or the TAs during office hours.

The success of this class depends on students staying on schedule with the required reading. The incentives for doing so are threefold: If students read, they will find the class more intellectually rewarding, they will be able to answer the questions that I ask during class, and they will ultimately perform better in the class.

In-class assignments and quizzes:

I will frequently present students with opportunities to earn points in class. This will usually (but not always) come in the form of a one- or two-question quiz-like assignment on the assigned reading for the day. I will administer at least 17 in-class assignments, only 15 of which—the highest scoring 15—will count towards the final grade. Students who are absent (or late) on a day when an in-class assignment is given—for whatever reason—will not earn any points for that assignment. Nor will they be able to make it up at a later date.

Besides the in-class assignments, I will administer a quiz on each of the two days when students should have finished the novels we read in class (i.e. Room and The Road). These quizzes will each be worth 15 points each.

Short writing assignments:

Twice during the semester students will be required to submit a short essay (out of three options), which will be prepared outside of class. Essays should be typed and single-space, with the student’s name and the date at the top of the page. They should be between 500 to 600 words long (roughly three-quarters of one page). Grades will be based on content (i.e. getting the “right” answer, if applicable, and demonstrating critical thinking skills) as well as style (i.e. clarity of writing, grammar, etc.). Late assignments will be penalized (3 points off if not turned in when collected in class but turned in later on the day it is due; 3 more points off if turned in the day following its due date; 3 more points off if turned in the next day; and so on). Assignments are due at the beginning of class unless otherwise instructed.

Where appropriate, I would like to use examples from these writing assignments in class discussions, although I will do so in a way that maintains student anonymity. If students would not like me to use their examples in class, then they need to signify this on the assignment itself.
Simply include a statement such as, "Please do not share this with the class" at the top of the page.

**Summary notes:**

At the beginning of the semester, students will sign up for two readings for which they will create summary notes to be submitted to me. After they are turned in and graded, the TAs and I will select among the best of these and post them to Blackboard for the other students in the class to access. Students whose summary notes are uploaded to Blackboard will receive two bonus points on the assignment. The purpose of this assignment is to help students develop the ability to take lengthy and sometimes complicated arguments and distill their central conclusions. During the first two weeks of the semester, I will provide students with a template to follow, and we will practice creating summary notes for some of the initial readings. The goal will be to write as little as possible while still capturing the essence of a reading, and summaries will be graded accordingly.

Note that there are four readings that are especially challenging (but also among the more interesting). If students sign up for these readings, they will only need to complete one summary notes assignment. In the grade book, the grade the student receives for the notes will count for each of the readings. If the student does not like the grade he/she received and therefore does not want the score to be doubled, the student will have the freedom to submit another summary notes assignment for any of the readings that we have not yet covered, which score will count for one of the two assignments.

Summary notes are due no later than the beginning of class. If they are turned in later than the beginning of class but before the exemplar has been posted to Blackboard, then the final score on the student's assignment will be divided by 2. No summary notes assignments will be accepted after the exemplar has been uploaded.

**Exams:**

There will be three exams. The first two will be in the classroom during the allotted class time. The third and final exam will be in the classroom during the final exam period. Exams may include multiple choice, short essay, fill in the blank, and true-false questions. All course materials—readings (even if not discussed in class) and lectures—are fair game. No makeup exams will be given.

**Attendance:**

I expect students to come to class on time and to be prepared by having assignments read and/or ready to turn in. I will not take attendance, but a good portion of the content of exams will come directly from class lectures. Moreover, reading quizzes (i.e. in-class assignments) will often be administered at the start of class, and you will not be permitted to take them if you arrive late. I reserve the right to implement a more stringent attendance policy (including lowering your grade for frequent absences or tardiness) if needed.
Point Breakdown

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (40 pts each × 3)</td>
<td>120</td>
</tr>
<tr>
<td>Writing assignments (15 pts each × 2)</td>
<td>30</td>
</tr>
<tr>
<td>In-class assignments (6 pts each × 15)</td>
<td>90</td>
</tr>
<tr>
<td>Quizzes on novels (15 pts each × 2)</td>
<td>30</td>
</tr>
<tr>
<td>Summary notes (15 pts each × 2)</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
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BYU Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Academic Honesty Policy

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism Policy

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.
Sensitive Material

Readings come from journal articles, essays, book chapters, and two novels. I have taken care to select authors who are experts in their respective fields, who provide important commentary on issues relevant to the topics we study, and/or whose writing, reporting, or scholarship is exceptional. This is not to say that students must agree with their perspectives or that I selected the readings because I do. It is possible that students may find some authors’ conclusions or styles of argumentation objectionable. Moreover, some of the authors take on sensitive topics, the study of which may make students uncomfortable. I will try to forewarn students about such material and expect in return that they will treat it as analytically and dispassionately as possible. If students are particularly concerned with any of the topics/readings covered in class, I urge them to visit with me during office hours. If there is any reason that a student might be particularly sensitive to one or more of the topics we will discuss in class, please speak to me so that we can make alternative arrangements if needed.

Classroom Behavior

Because we will discuss a variety of sensitive issues throughout the semester, students will no doubt have strong feelings about some of the topics covered. I expect all class participants to interact with their fellow students in a professional, respectful, and considerate manner.

Preventing Sexual Discrimination and Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Technology

Turn off cell-phone ringers. Do not use cell-phones at all during class (i.e. no text-messaging, games, etc.). Laptops are permissible as long as students use them to take notes. I will revoke this allowance on a case-by-case basis if a student uses a laptop to play games, visit social media
sites (Facebook, Google+, Twitter, etc.), check email, or carry on any activity that is not related to the class (or is in any way distracting to other students)—regardless whether he/she is also taking notes.

**Attendance**

It is the responsibility of students who miss class to get lecture notes from someone who was in class. I do not provide my notes or slides to students, and I do not regard it as my responsibility to fill them in on what they missed.

**Online priority**

I will try to make as few changes to the syllabus as possible. That said, it is possible that some modifications will be necessary. I will announce any changes and alter the online content accordingly, but I will not reprint paper copies of the syllabus. Students should therefore give priority to the online official course documents over the printed documents distributed at the beginning of the semester.