



Introduction to Sociology (SYG1000)– Hybrid Section

Course website: <http://campus.fsu.edu>

Tues (Section 1) *or* Thurs (Section 2)
12:30-1:45 in HCB103

Fall Semester, 2010

CONTACT INFORMATION:

Dr. Isaac W. Eberstein, Charles Meade Grigg Professor
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Office Hours: TR: 2:00-3:30 & appointment

Graduate Teaching Assistants:

Amanda Poling, aep09@fsu.edu, BEL606A, R 9:30-10:30,

AIM (*amandasociology*) M 7-8 pm

Andrew Mannheimer, ahm08@fsu.edu, BEL651, MW 2:30-3:30

Janet Weeks, jaw10@fsu.edu, BEL651, W 11-1

We encourage the use of the class FAQ for general administrative, technical, or substantive questions or comments. Note that we do *not* monitor the FAQ or our email 24/7. You should reasonably expect a reply to your electronic communications within 24 hours, *except for weekends and holidays*.

IMPORTANT ANNOUNCEMENTS:

This is a “hybrid” class. Our goals and objectives are comparable to any other class, but this one combines a face-to-face classroom with substantial internet-based practical applications and discussion. Half of regular class time is *replaced* by online individual and group work, *in addition* to the out-of-class activities that would be part of any regular course. You *must* have adequate internet access to complete this course; on-campus labs are available for this purpose.

This class also combines two separate sections that run in parallel. Each section has one face-to-face class meeting per week, and *attendance is required*. Section 1 will meet on Tuesday and Section 2 will meet on Thursday. The two sections are combined into a single Blackboard website for all online work and will meet together for a common final examination at the FSU designated time. All online work is asynchronous with weekly due dates. There is no requirement to meet online as a class at any particular time.

COURSE DESCRIPTION:

This course is designed to familiarize beginning students with “sociological ways of looking at the world” and the broad array of topics sociologists study. Primary emphasis is on concepts and interpretations. Lectures and a varied selection of textbook and web-based supplementary material will help students develop a sociological framework and

provide substantive insights into the subject matter of the field. Weekly group discussion boards are particularly important. Unlike other courses that base the majority of students' grades on in-class exams, the hybrid and active learning format of this course spreads student assessment across a range of in-class and out-of-class activities (see below).

LIBERAL STUDIES STATEMENT:

The Liberal Studies Program at Florida State University has been designed to provide a perspective on the qualities, accomplishments, and aspirations of human beings, the past and present civilizations we have created, and the natural and technological world we inhabit. This course has been approved as meeting the requirements for Liberal Studies Area III, History and Social Science, and in combination with your other Liberal Studies courses, provides an important foundation for your lifelong quest for knowledge.

COURSE OBJECTIVES:

Our goal for the class is that *you will be able to apply basic sociological concepts, relationships and perspectives to answer questions about human society.*

We have three specific objectives:

1. *Content/ Discipline knowledge and skills:* You will learn sociological concepts, relationships, and research findings, and you will learn to apply sociological perspectives to selected problems and issues in human society. This objective relies primarily on lectures, readings, and exams, as well as student written work and participation in online discussions.
2. *Communication:* You will improve your skills in written and oral communication by satisfactorily completing written assignments and participating in online discussions.
3. *Critical thinking:* You will improve your critical thinking skills by interpreting, analyzing and evaluating theory and evidence pertaining to specific questions in written assignments and participating in online discussions.

REQUIRED COURSE MATERIALS:

Purchase:

1. John Macionis (2009) **Society: The Basics: Tenth Edition.** Prentice-Hall. ISBN: 978-0-13-501882-8. If you prefer, a 180 day subscription to an electronic version of this book is available for about \$50: <http://www.coursesmart.com>.

2. **I-Clicker classroom response system** (“clicker”) – available from the FSU Bookstore. See <http://learningforlife.fsu.edu/cat/clickers/index.cfm> and the course website for more information. Beginning with week 2, you *must* bring your registered clicker to class *every day* for graded work.

Other required materials:

Software requirements: You must be able to access the internet, read PDF documents, view streaming audio and video, and use basic word processing and spreadsheets.

GRADING/EVALUATION:

Course grades will be based on the following weighting of course requirements:

Exams	40%
Discussion Boards	20%
Papers	20%
In class clickers	10%
Online quizzes	10%

Exams. Three exams are required, including a regular unit test that will be given during the official final exam period. Exams will include objective (e.g., multiple choice) and/or short answer/ essay questions. The exams will cover potentially all material from lectures, assigned readings/ supplementary materials and written assignments, including the discussion boards. Exams will be graded on a 100 point scale.

Discussion Board. Six online discussion boards are required where students write about assigned themes and questions using course materials. These will be asynchronous within an assigned time frame and conducted using group discussion boards on the course website. Groups will be “virtual” and created randomly to include students from both sections, so it is not expected that there will ever be any physical group meetings. Each student is required to post an *original* comment and at least one follow-up to other(s). A grading rubric will be posted on the course website. Note that ground rules for appropriate use of discussion boards (“netiquette”) will be posted on the website. We intend to offer seven discussion assignments. The best six scores will be included in the final grade.

Mini-papers. Three short papers are required in which students answer specific questions based on course materials, demonstrating the application of sociological frameworks, and the development of sociological interpretations. Papers should be approximately 1000 words long (not including citations or cover info). Citations will be confirmed through SafeAssign. A grading rubric will be posted on the course website.

In class clickers. We will use clickers to encourage active preparation/ reflection on the material being covered and to record attendance. Beginning in week 2, several questions will be asked in class every day that will be answered by students using clickers (and *only* using clickers) and graded. Absent students with an excused absence will receive their semester average clicker score as a daily grade, while those without an excused absence will receive a score of zero for the day they miss. At the end of the term, clicker points will be scaled on a percentile basis in computing the grade (100% of the maximum score, 90%, etc.). Note that it is a violation of the academic honor code to use a clicker that is not your own.

Online Quizzes. Ten weekly online quizzes are required, covering the material in each chapter. Quizzes are 10 objective questions. Quizzes may be taken up to three times *within the assigned week*; the *highest* grade will count. We will offer twelve quizzes, and students may receive credit for the best 10.

Grading will be according to a standard scale, and plus/minus grading will be used for final grades. FSU does not allow a final grade of "A+." The specific ranges are below.

A =93-100	A- =90-92	B+ =87-89	B=83-86	B- =80-82	C+ = 77-79
C=73-76	C- =70-72	D+=67-69	D=63-66	D- =60-62	F=<59

COURSE POLICIES:

Attendance & Late Work. The class is organized in weekly units, where the week begins Tuesday morning and ends at 11:59 pm Monday night. Unless otherwise specified in the particular assignment, all work is due by the end of the week it is assigned; otherwise it is considered "late." The following late work *cannot* be made up: Clicker, Discussion Board, and Online Quizzes. Late papers are subject to a penalty of 10% to encourage punctuality. *No paper may be turned in more than one week late.* Exams missed due to an excused absence will be eligible for a make-up without penalty. Students bear the responsibility of contacting us *within one week* of the missed exam in order to schedule a make-up.

Attendance is required for the Tuesday or Thursday face-to-face class meeting assigned for your section. This will be recorded using clickers. Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Code. The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." See <http://www.fsu.edu/~dof/honorpolicy.htm>.

Students must abide by the highest standards of academic integrity. Any form of academic dishonesty will result in a grade of "zero" for that particular assignment. We reserve the right to use all means at our disposal to screen for plagiarism, including electronic citation checkers (i.e., SafeAssign). For more information on plagiarism, see <http://learningforlife.fsu.edu/ctl/explore/bestPractices/safeassign.cfm>.

Americans with Disabilities Act. Students with disabilities needing academic accommodation should: (1) Register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to FSU students with disabilities, contact the Student Disability Resource Center; 97 Woodward Avenue, South; Florida State

University; Tallahassee, FL 32306-4167; (850) 644-9566 (voice); (850) 644-8504 (TDD); sdrc@admin.fsu.edu; <http://www.fsu.edu/~staffair/dean/StudentDisability/>

Syllabus change policy. Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

COURSE OUTLINE

<i>Semester Calendar</i> (Week #, Class dates)	<i>Topic</i>	<i>Things to Do</i> (See website for more required & supplemental materials)	<i>Things to Turn In</i> (Due 11:59 pm the following <u>Monday</u> , unless specified)
Week 1 (8/24-26)	Introduction to the Course	READ: (1) Macionis, Ch 1; (2) Excerpt from Mills (1959) <i>Sociological Imagination</i> (SKIM)	(1) Discussion Board posting – self-introduction & ground rules (opens F 8/27 – M 8/30) – Extra Credit
Week 2 (8/31-9/2)	Sociological Perspectives The logic of research	READ: (1) Macionis, Ch 1, cont. (2) Jacobs (2003) “Detours on the road to equality: women, work & higher education” <i>Contexts</i> 2#1	(1) Online quiz-1 (2) Discussion Board #1
Week 3 (9/7-9)	Culture <i>Rosh Hashanah is Thursday; Observant students may attend class on Tuesday 9/7</i>	READ: (1) Macionis, Ch 2 (2) Althaus (1997) “Female circumcision.” <i>International Family Planning Perspectives</i> 23#3	(1) Online quiz-2 (2) Discussion Board #2
Week 4 (9/14-16)	Socialization & Interaction	READ: (1) Macionis, Ch 3-4 (2) Furstenberg (2004) “Growing up is harder to do.” <i>Contexts</i> 3#3	(1) Online quiz-3 (2) Paper #1 (Due Thursday 9/23 @ 11:59 pm)
Week 5 (9/21-23)	Groups & Organizations	READ: (1) Macionis, Chs 5 (2) King (2009) “When markets become contentious” <i>Contexts</i> 8#3	(1) Online quiz-4
Week 6 (9/28-30)	Exam 1 Class Survey # 1 – Extra credit	Review all material assigned to date & study questions.	Exam 1 – In class

Week 7 (10/5-7)	Sexuality & Deviance	READ: (1) Macionis, Ch 6-7 (2) England (2006) “The decline of the date and the rise of the college hook up.” Chapter.	(1) Online quiz-5 (2) Discussion Board #3
Week 8 (10/12-14)	Family & Religion	READ: (1) Macionis, Ch 13 (2) Hull (2010) “The changing landscape of love and marriage” <i>Contexts</i> 9#2	(1) Online quiz-6 (2) Discussion Board #4
Week 9 (10/19-21)	Education, Health & Medicine	READ: (1) Macionis, Ch 14 (2) Downey (2010) “How schools really matter” <i>Contexts</i> 9#2	(1) Online quiz-7 (2) Paper #2 (Due Thursday 10/28 @ 11:59 pm)
Week 10 (10/26-28)	Population	READ: (1) Macionis, Ch 15 (2) Carr (2009) “Worries over a population implosion” <i>Contexts</i> 8#1 (3) Scanlan, et al (2010) “The scarcity fallacy” <i>Contexts</i> 9#1	(1) Online quiz-8
Week 11 (11/2-4)	Exam 2 Class survey #2 – Extra credit	Review all material assigned since the last exam & study questions.	Exam 2 – In class
Week 12 (11/9-11)	Gender Stratification <i>Veteran’s Day Holiday is Thursday. NO Class meetings this week – All online</i>	READ: (1) Macionis, Ch 10 (2) Stone (2007) “The rhetoric & reality of ‘opting out’” <i>Contexts</i> 6#4 (3) Edin & Kefalas (2005) “Unmarried with children” <i>Contexts</i> 4#2	(1) Online quiz-9 (2) Discussion board #5
Week 13 (11/16-18)	Social Stratification & Poverty	READ: (1) Macionis, Chs 8-9 (2) Kenworthy (2007) “Is equality feasible?” <i>Contexts</i> 6#3 (3) Beaver (2009) “A matter of degrees” <i>Contexts</i> 8#2	(1) Online quiz-10 (2) Paper #3 (Due Wednesday 11/24 @ 11:59 pm)

Week 14 (11/23-25)	Race & Ethnicity <i>Thanksgiving Holiday</i> <i>NO Class meetings</i> <i>this week – All online</i>	READ: (1) Macionis, Ch 11 (2) Telles (2010) “Mexican Americans and immigrant incorporation.” <i>Contexts</i> 9#1	(1) Online quiz-11 (2) Discussion board #6
Week 15 (11/30-12/2)	Social Change Course Evaluation	READ: (1) Macionis, Ch 16 (2) McPherson, et al (2008) “The ties that bind are fraying” <i>Contexts</i> 7#3	(1) Online quiz-12 (2) Discussion board #7 (<i>optional</i>)
Week 16 (12/9)	Exam 3 Class survey #3 – Extra credit	Review all material assigned since the last exam and study questions	Exam 3, <i>Thursday, 12/9,</i> 3:00-5:00, Room TBA.