

**Spring, 2019 SOCIOLOGY 1301 INTRODUCTION TO SOCIOLOGY**  
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**This course satisfies the Texas Tech University core curriculum requirement in Social and Behavioral sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.**

**The objective of the social and behavioral sciences in a core curriculum is to increase the student's knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity**

**This course also satisfies the Texas Tech University graduation requirement for Multi-Cultural Study. This is because – SOCIOLOGY IS THE STUDY OF SOCIAL DIVERSITY. Sociologists research matters relating to the origin, persistence, and change in social norms, the make-up of diverse populations, and the meanings attached to the social construction of race, gender, and class. Introductory courses in this subject explore how people are ordered into societies, order themselves into groups, make and break rules of social order, and develop systems of reward and punishment. Basic theories are applied to a study of diversity within real life pieces of the society such as: the family, educational systems, government, the church, health-care systems, and the economy. Sociology also explores the persistence of, and change in, social processes of empowerment and oppression that separate individuals by race, gender, age, and social class.**

### **COURSE FORMAT**

Most of the material will be presented in lecture form. However, you will have the opportunity to learn from each other as various lecture topics are opened for discussion. The class itself is a sociology laboratory. We are a group. We will interact with one another according to formal and informal rules. We'll surely disagree about some things, hopefully with care, respect, and dignity. My goal in teaching this course is not only to present you with a body of material; I hope to help you *learn HOW to think, NOT WHAT to think!*. Sociology helps us understand why we do what we do. (We are fun to watch!)

**Expected Learning Outcomes and Assessment: SOC 1301 helps to satisfy the Texas Tech University core curriculum requirement in social and behavioral sciences. SOC 1301 also satisfies the Texas Tech University multicultural requirement.**

**The objective of this core curriculum course is as follows: students graduating from Texas Tech University should be able to demonstrate the ability to assess critically claims about social issues, human behavior, and diversity in human experiences.**

<b>Social and Behavioral Science Learning Outcomes:</b>	<b>Assessed By:</b>
Identify and critique alternative explanations for claims about social issues and human behavior.	Students will correctly answer exam questions testing their ability to separate causation from correlation, as well as determine alternate hypotheses for claims about social issues and human behavior.
Demonstrate knowledge of the appropriate ethical methods, technologies, and data that social and behavioral scientists use to investigate the human condition.	Students will correctly answer exam and in-class questions testing their knowledge of research methods used to investigate social structure and human interaction, data collection, output interpretation, and the protection of human subjects.
Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;	Students will correctly answer exam questions testing their knowledge, interpretation, and synthesis of comparative theories, current research, and social issues
Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication;	Students will satisfactorily complete short in- class written assignments testing their ability to respond to ideas presented in lecture and discussion. Students will also volunteer or be called on to orally respond
Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions;	Students will correctly answer exam questions testing their ability to identify, calculate, and interpret data and statistical metrics relating to human behavior, including correct interpretation of graphs and charts.
Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Students will correctly answer exam questions testing their knowledge of the impact and ethics of structures in society such as education, religion, and government on the life-chances and – outcomes of regional, national, and global social groups and individuals.
<b>Multicultural Graduation Requirement Learning Outcomes:</b>	<b>Assessed By:</b>

Awareness and knowledge of ethnicity, gender, and class	Students will be able to correctly answer exam questions testing their knowledge of the impact of racial, gender, and class-based identities on social action and interaction
Awareness and knowledge of political systems, religions, languages	Students will correctly answer exam questions testing their knowledge of the impact of organized religion, politics, education, and literacy on life-chances of diverse social groups and individuals.
Awareness and knowledge of human geography	Students will correctly answer exam questions testing their knowledge of the effects of population growth and distribution (demography) on the structures and future of a given society
Demonstrate awareness of and knowledge of cultural differences within one or more distinctive subcultures of the United States	Students will correctly answer exam questions testing their knowledge of the ways that subcultures can vary (particularly in norms and notions of deviance) and the effects of those variances.

**The following pages detail the logistics and requirements of the class. It is not necessary that you AGREE that these policies are great ideas or comprise everything you would want in a class. However, this document is a contract. By continuing in the course beyond the first day, you agree by your behavior that you will ABIDE by these requirements and regulations. I will also do the same.**

**The Details:**

1. **EXAMS** - There will be six of them each including 50 multiple choice and true-false questions. Each exam is unique to material presented this semester and is copyrighted as the intellectual property of the professor. **PLEASE NOTE:**
  - a. *There are no make-up exams (Exception – University sponsored activity, documented in advance).*
  - b. *Everyone’s lowest exam – even one missed exam - will not count. (It CAN Be the Final) Please see the online “Missed Exam Policy” if you miss more than one exam.*
  - c. *When taking exams, all screens must be powered OFF and no materials other than a scantron and your pencil may be on or near your desk.*
  - d. *You must take all of your exams with your classmates in your class.*

**READINGS:** There is no textbook for this course. Each topic covered in class has online readings and links. These are all available at no cost to the student. It is expected that students will have read the assigned material in advance of the topic being covered in class.

Lecture material will be broadly based and will include material not covered in the readings. Readings will also have material not covered in lecture. A study guide is provided online that contains lecture outlines and handouts. Audio files of all lectures are also available online. Essentially we will cover two topics or so per week. When you combine these handouts, audio-casts of lectures, the in-class notes, and your understanding of the assigned readings, you will have a comprehensive useful study guide for all exams.

**\*\* Test questions will be derived from both lecture and reading material. \*\***

- 2. GREG ABBOTT COMMUNICATION EXERCISES:** On five randomly chosen days during the semester, 4 points will be awarded to everyone as we measure students' progress in developing Communication Skills. This is a State requirement and relates to the class fulfilling Core Curriculum Credit. These will be in-class exercises in visual, oral, and written communication. **20 points** can be earned in this way. ***These are not bonus points; they figure into your grade total along with exam scores. YOU MUST BE IN CLASS THAT DAY TO EARN THESE POINTS. NO MAKE-UPS.***

***There are also no excused absences (Exception – University sponsored activity, documented in advance).***

**Special Note: Any attempt to falsify your completion of these exercises, for yourself or anyone else, will result in all parties involved being reported to the Office of Student Conduct for academic fraud.**

Your grade in the class is figured as a percentage of 270 possible points. 250 of these come from the five highest exams - 50 points each. The last 20 are your "Greg Abbott" communication exercise points. Grading scale is as follows:

**GRADING SCALE: 243-270=A    216-242=B    189-215=C    162-188=D    < 162=F**

**Another Special Note: There is no "rounding up" or "curving" your score. In the unlikely and very limited extent to which there may be any discretion for a point or two, it is based entirely on your having perfect attendance.**

- 3. BONUS POINTS:** Throughout the semester, there will be a few "extra credit" exam questions. These will add into your total as a bonus for that exam and there is no penalty for guessing. You can earn these points if you "are smarter than a fifth grader." So even in the unlikely event you miss all of the "Greg Abbott" points you can earn half of them back.

### **University Policies:**

Students with Disabilities: Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification

from SDS has been provided. For additional information, please contact SDS in West Hall or call 806-742-2405.

Academic Integrity: Academic integrity is the pursuit of scholarly activity free from fraud. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Plagiarism, or academic theft, is passing off someone else's work as your own. Please note: plagiarism simply means *using someone else's ideas without acknowledging it* (no matter if you use that person's actual words or not).

Regardless of your background, while you attend this class, you are responsible for following the university rules regarding academic integrity.

Religious Holy Days (O.P. 34.19): "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.

A student who intends to observe a religious holy day should make that intention known **in writing** to the instructor **prior to the absence**. I prefer email notification. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

#### TTU Resources for Discrimination, Harassment, and Sexual Violence

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the *Office for Student Rights & Resolution*, (806)-742-SAFE (7233) or file a report online at [titleix.ttu.edu/students](http://titleix.ttu.edu/students). Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: **TTU Student Counseling Center**, 806-742-3674, <https://www.depts.ttu.edu/scc/> (*Provides confidential support on campus.*) **TTU Student Counseling Center 24-hour Helpline**, 806-742-5555, (*Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.*) **Voice of Hope Lubbock Rape Crisis Center**, 806-763-7273, [voiceofhopelubbock.org](http://voiceofhopelubbock.org) (*24-hour hotline that provides support for survivors of sexual violence.*) **The Risk, Intervention, Safety and Education (RISE) Office**, 806-742-2110, [rise.ttu.edu](http://rise.ttu.edu) (*Provides a range of resources and support options focused on prevention education and student wellness.*) **Texas Tech Police Department**, 806-742-3931, <http://www.depts.ttu.edu/ttpd/> (*To report criminal activity that occurs on or near Texas Tech campus.*)

## **COURSE SCHEDULE:**

*This schedule is subject to change as needs warrant. Changes will be clearly stated in class and by other means as appropriate. Students are responsible for keeping track of the most current information regarding the scheduling of topics and exams. Readings associated with each topic are posted online on the handouts and readings page.*

### **Part 1: Foundations**

- Jan 17: Introduction and Logistics
- Jan 22: Self and Society – How we fit into a multicultural society.
- Jan 24: Theory I (Macro Theory) - Comparing the meaning of diversity.
- Jan 29: Theory II (Micro Theory) – Representing similarities and differences.
- Jan 31: Social Research – Testing the meaning of diversity.
- Feb 5: Culture – The context of meaning, assimilation, and diversity

**Thursday, February 7: \*\* Test 1 \*\* 50 questions \*\***

### **Part 2: On (mostly) a Micro Level**

- Feb 12: Socialization – Learning who we are in relation to others.
- Feb 14: Deviance – Causes and consequences of power distribution.
- Feb 19: Social Structure/Interaction – How diverse relationships are structured.
- Feb 21: Groups, Networks, Organizations – Location of power and status.

**Tuesday, February 26: \*\* Test 2 \*\* 50 questions \*\***

### **Part 3: Social Class and Diversity – Where we make our living in Sociology**

- Feb 28: Stratification – Understanding the distribution of class, status, and power.
- Mar 5: Stratification, Gender, and Age – Impact of gender & age on class, status, power.
- Mar 7: Video presentation on inequality – Gender and violence in media.  
MAR 12 & 14 – SPRING BREAK
- Mar 19: Stratification and Race – Impact of race on class, status, power.

**Thursday, March 21: \*\*Test 3 \*\* 50 questions**

### **Part 4: Value-Based Social Institutions**

- Mar 26: Family – Values and diversity, gender and power.
- Mar 28: Education – Access and opportunity.
- Apr 2: Religion – Morality and diversity.

**Thursday, April 4: Test 4 \*\* 50 Questions \*\***

### **Part 5: Interest-Based Social Institutions**

- Apr 9: Show and Tell – Religious Tattoos. Dr. Kevin Dougherty, Baylor University
- Apr 11: Health and Medicine – Access and Inequality
- Apr 16: Economy – Comparing the distribution of resources.
- Apr 18: Politics and Government – Power and control of resources.

**Tuesday, April 23: \*\* Test 5 \*\* 50 Questions \*\***

**Part 6: Stuff that doesn't fit anywhere else – and a poignant wrap-up .**  
Apr 25: Collective Behavior – Living together in a pluralistic society  
Apr 30: Communities and Population – Diversity in urban, suburban, & rural U.S.  
May 2: Social Change – The changing meaning of diversity.  
May 7: Review for Final

**The "Final Exam" is just another test like the others. It is the "Final" in the sense that it is the last one. There will be 50 questions, just like the others, with the focus being on the last segments' material. There may also be questions on the Final Exam that you have seen before on other tests. The final exam may be the one you drop. If you are satisfied with your total score in the class after the first five tests, accounting for Greg Abbott communication points, you can skip the final exam. However, Greg Abbott points will be offered up to, perhaps including the last day of class, and could impact your total score.**

**Final Exams: 9:30 Class – Thursday, May 9, 7:30 a.m.  
11:00 Class -- Saturday, May 11, 4:30 p.m.**

**The University does not schedule final exams that conflict with one another. The times listed above are on the official university schedule. A conflict with another class can only occur if the other professor chooses to give a final at odds with the university schedule. It is up to you to resolve that conflict with him or her. Again – as with all exams in this course - there are no make-ups and no rescheduling.**