

Fall, 2023 SOCIOLOGY 1301 -- INTRODUCTION TO SOCIOLOGY – Sec. 001 & 002
Dr. Jerome R. (Jerry) Koch, Professor jerome.koch@ttu.edu

Office Hours: Holden Hall 70. Tues. and Thurs. 12:30-2:00 p.m. Wed. 1-2 pm & by appt.
(806) 834-3920 (leave voicemail).

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. Ideas inform ethics.

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 who we are, and 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.

Social and Behavioral Science Learning Outcomes:	Assessed By:
Identify and critique alternative explanations for claims about social issues and human behavior.	Student responses to exam questions and lecture quizzes 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 responses to exam questions and lecture quizzes 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;	Student responses to exam questions and lecture quizzes testing their knowledge, interpretation, and synthesis of comparative perspectives, competing 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 "Ideas to Ethics" written assignments showing their ability to apply ideas presented in lecture to relevant issues of the day.
Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions;	Student responses to answer exam questions and lecture quizzes 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.	Student responses to exam questions and lecture quizzes s 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. Students will also satisfactorily complete short "Ideas to Ethics" written assignments showing their ability to apply ideas presented in lecture to relevant issues of the day and their impact on the lives of others.

Multicultural Graduation Requirement Learning Outcomes:	Assessed By:
Awareness and knowledge of ethnicity, gender, and class	Student responses to exam questions and lecture quizzes 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	Student responses to exam questions and lecture quizzes 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	Student responses to exam questions, lecture quizzes, and “Ideas to Ethics” essays showing their awareness 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	Student responses to exam questions, lecture quizzes, and “Ideas to Ethics” essays showing their awareness and 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. You in effect, “sign” the contract by choosing to continue in the class. I will do the same.

The Details:

1. **EXAMS** - There will be six of them, each comprised of 30 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. 180 points may be earned on exams. Note:
 - a. Exams will be open book and open notebook.
 - b. **Exams will “go live” at 9:00 am on each exam day and will be available for 33 hours (Until 6:00 pm the following day).** However, once you start, you must finish within **60 minutes**, and you will only be able to make one attempt.

2. **IDEAS TO ETHICS** – These will be four short essays, five points each. They will be announced sporadically and become available on Blackboard via an access code given during the relevant lecture(s). These will “go live” **at 9:00 am when announced and will be available until 6 pm the next day**. However, once you start, you must finish within **30 minutes**, and you will only be able to make one attempt. They are intended to be reflective summaries of what is often implied by our facts and ideas. Ideas and facts occur across cultures and within relationships. This inevitably involves asking hard questions of the sort, “Because we can ... should we?” 20 points may be earned on “Ideas to ethics” essays.
3. **MAKE UPS:** There are generally no make up opportunities for exams, quizzes, and essays. They are all announced WELL in advance and are open and available for significant and sufficient time. **PAY ATTENTION PLEASE!** Exceptions:
 - a. University sponsored activity. If you are serving the University such that you are away from your computer for the **entire** time exams are open and quizzes etc. are available, a make up will be scheduled.
 - b. *If you are sick – **GETTING BETTER IS THE MOST IMPORTANT MATTER – especially in a Covid world. See the lengthy section below on illness related matters. Heads up: Some reasonable verification will be in order and it would be a massive violation of world Karma if you’re not candid and honest about illness getting in the way. (Strive for honor).***
 - c. Other verified reasons may be handled on a case-by-case basis.

4. **READINGS:**

THERE IS NO TEXTBOOK FOR THESE SECTIONS OF SOCIOLOGY 1301.

All required readings and online links are available through Dr. Koch’s website:

<https://www.drjkoch.org>

Lecture material will be broadly based and will include material not covered in the readings.

Readings will also have material not covered in lecture.

You should read all assigned material for each topic BEFORE coming to class.

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

Your grade in the class is figured as a percentage of 200 possible points: 180 on exams; 20 on Ideas to Ethics essays:

GRADING SCALE: 180-200=A 160-179=B 140-159=C 120-139=D < 120=F

EXTRA CREDIT LECTURE QUIZZES – While your grade will be figured based on 200 points, you can earn 20 extra credit points from lecture quizzes. Thus, you could theoretically earn 220 points out of 200, and have a 110% “average.” There will be five of these, four questions each, announced sporadically and available on Blackboard via an access code given in lecture. These questions incentivize you to pay attention and keep up with the material. These will “go live” **at 9:00 am when announced and will be available for 33 hours – 6 pm the next day**. However, once you start, you must finish within **15 minutes**, and you will only be able to make one attempt.

NOTE: Audio recordings of lectures are posted as a courtesy and are best used for exam prep. Extra credit Lecture Quiz passwords WILL NOT be included in the recording. You must be in class in order to get the password for extra credit.

Special Note: There is generally no “rounding up” or “curving” your score. However, it seems always the case that a student within 1% or less often asks if I really mean this.

Please read carefully: I have for many years kept a 2-point discretionary “bump” in mind when posting final grades. This is applied **IF AND ONLY IF** the student has demonstrated a solid attendance record. In this class and in this semester, a solid attendance record is demonstrated by your scores on lecture quizzes.

Lastly, my philosophy on attendance: For various reasons over the years, students relentlessly ask, “Do we HAVE to come to class?” The answer is always “No. You’re an adult. You get to pick.” Implied in this is another question: “How much do you want to learn.” “Yes but, your lectures are recorded; I can learn it that way.” Maybe. But learning in-person is quite enhanced, and at the end of the day, you might want to consider coming to class simply because you said you would when you signed up. How badly do you wish to be known as one who holds up their end of a deal? And finally, if your grade is on the edge of the next one, it is **certain** that neglecting attendance will keep you from getting any discretion.

ATTENDANCE IS ALWAYS YOUR CALL. WELCOME TO COLLEGE.

COURSE SCHEDULE: *This schedule is subject to change as needs warrant. Changes will be clearly stated by all available means. Students are responsible for keeping track of the most current information regarding the scheduling of topics and exams. All materials, including required reading assignments for each topic/week, will be posted to Blackboard well prior to the days listed.*

Part 1: Foundations

TH Aug 24: Introduction and Logistics

TUE Aug 29: Self and Society – How we fit into a multicultural society.

TH Aug 31: Theory I (Macro Theory) -- Comparing the meaning of diversity.

TUE Sep 5: Theory II (Micro Theory) – Representing similarities and differences.

TH Sep 7: Research Methods & Ethics– Testing the meaning of diversity.

TUE Sep 12 31: Culture – The context of meaning, assimilation, and diversity

Thursday, September 14: In-Class Test Review. Test 1, 30 questions, opens on Blackboard, 9:00 am., Thursday Sept. 14. Closes at 6:00 p.m., Friday, Sept. 15.

Part 2: On a (mostly) Micro Level

TUE Sep 19: Socialization – Learning who we are in relation to others.

TH Sep 21: Social Structure/Interaction – How diverse relationships are structured.

TUE Sep 26: Groups, Networks, Organizations – Location of power and status.

TH Sep 28: Deviance – Causes and consequences of power distribution.

Tuesday, October 3: In-Class Test Review. Test 2, 30 questions, opens on Blackboard, 9:00 am. Tuesday October 3. Closes at 6:00 p.m., Wednesday, October 4.

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

TH Oct 5: Stratification – Understanding the distribution of class, status, and power.

TUE Oct 10: Stratification and Race – Impact of race on class, status, and power.

TH Oct 12: Religion and Diversity. Special readings and recorded guest audio presentation.

TUE Oct 17: Stratification, Gender, and Age – Impact of gender & age on class, status, power.

Thursday, October 19: In-Class Test Review. Test 3, 30 questions, opens on Blackboard, 9:00 am. Thursday, October 19. Closes at 6:00 p.m., Friday, October 20.

Part 4: Value-Based Social Institutions

TUE Oct 24: Family – Values and diversity, gender and power.

TH Oct 26: Education – Access and opportunity.

TUE Oct 31: Religion – Morality and diversity.

Thursday, Nov 2: In-Class Test Review. Test 4, 30 questions, opens on Blackboard, 9:00 am., Thursday Nov 2. Closes at 6:00 p.m., Friday, Nov 3.

Part 5: Interest-Based Social Institutions

TUE Nov 7: Politics and Government – Power and control of resources.

TH Nov 9: Economy – Comparing the distribution of resources.

TUE Nov 14: Health and Medicine – Access and Inequality

Thursday, Nov 16: In-Class Test Review. Test 5, 30 questions, opens on Blackboard, 9:00 am, Thursday Nov 16. Closes at 6 p.m., Fri. Nov 17.

Part 6: Stuff that doesn't fit anywhere else – and a poignant wrap-up.

TUE Nov 21: Study Day. Optional Video Assignment

TH Nov 23: HAPPY THANKSGIVING

TUE Nov 28: Communities and Population – Diversity in urban, suburban, & rural U.S

TH Nov 30: Collective Behavior – Living together in a pluralistic society

TUE Dec. 5: Social Change – The changing meaning of diversity.

The "Final Exam" is another test just like the others. It is the "Final" because it is the last one. There will be 30 questions, just like the others. It will “go live” for an extended period of time beginning Thursday, December 7 at 9:00 am per usual, and close at 6:00 pm. MONDAY, Dec. 11.

University Policies:

Illness-Based Absence Policy. If at any time during this semester you feel ill, in the interest of your own health and safety as well as the health and safety of your instructors and classmates, you are encouraged not to attend face-to-face class meetings or events. Please review the steps outlined below that you should follow to ensure your absence for illness will be excused. These steps also apply to not participating in synchronous online class meetings if you feel too ill to do so and missing specified assignment due dates in asynchronous online classes because of illness.

1. If you are ill and think the symptoms might be COVID-19-related:

a. Call Student Health Services at 806.743.2848 or your health care provider.

b. Self-report as soon as possible using the Dean of Students COVID-19 webpage. This website has specific directions about how to upload documentation from a medical provider and what will happen if your illness renders you unable to participate in classes for more than one week.

c. If your illness is determined to be COVID-19-related, all remaining documentation and communication will be handled through the Office of the Dean of Students, including notification of your instructors of the period of time you may be absent from and may return to classes.

d. If your illness is determined not to be COVID-19-related, please follow steps 2.a-d below.

2. If you are ill and can attribute your symptoms to something other than COVID-19:

a. If your illness renders you unable to attend face-to-face classes, participate in synchronous online classes, or miss specified assignment due dates in asynchronous online classes, you are encouraged to visit with either Student Health Services at 806.743.2848 or your health care provider. Note that Student Health Services and your own and other health care providers may arrange virtual visits.

b. During the health provider visit, request a “return to school” note;

c. E-mail the instructor a picture of that note;

d. Return to class by the next class period after the date indicated on your note. Following the steps outlined above helps to keep your instructors informed about your absences and ensures your absence or missing an assignment due date because of illness will be marked excused. You will still be responsible to complete within a week of returning to class any assignments, quizzes, or exams you miss because of illness.

Other Considerations

ADA STATEMENT:

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 Student Disability Services has been provided. For additional information, please contact Student Disability Services in Weeks Hall or call 806-742-2405.

ACADEMIC INTEGRITY STATEMENT:

Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning.

Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University (“University”) Quality Enhancement Plan, Academic Integrity Task Force, 2010].

RELIGIOUS HOLY DAY STATEMENT:

"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. 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.

STATEMENT OF ACCOMMODATION FOR PREGNANT STUDENTS

Any pregnant student will be provided reasonable accommodations as would be provided to a student with a temporary medical condition including:

1. ability to maintain a safe distance from hazardous substances, areas, or activities;
2. excused absences;
3. ability to make up missed assignments or assessments;
4. additional time for assignment completion; and access to instructional materials and recordings of classes for which the student has an excused absence.

Any student who is pregnant or parenting a child up to age 18 may contact Texas Tech's designated Pregnancy and Parenting Liaison to discuss support available through the University. The Liaison can be reached by emailing titleix@ttu.edu or calling 742-7233. Additional information is available [online](#)

Civility in the Classroom. Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including all interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. Class discussion and group projects can be productive only in a climate of respect for the opinions and beliefs of all. A healthy exchange about issues may include disagreement about ideas, but it must not demean the character or background of the individuals holding those ideas. (Anyone who ever emails me the phrase “I will be classy in class.” will get 2 bonus points.) Similarly, you must respect the classroom space and the instructor by focusing your attention on the course during our class meetings. Class is not a place for catching up on missed meals or missed sleep. Please silence all cell phones before entering the classroom, and it is decidedly uncivil to make or take calls or text messages while in the classroom. Unexpected family emergencies, or anticipated information about a family crisis are exceptions. Please leave the room if you need to tend to such.

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 <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, <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, <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/tttd/> (To report criminal activity).