

Spring, 2021 SOCIOLOGY 1301 -- INTRODUCTION TO SOCIOLOGY
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Dr. Koch's Virtual Office Hours: Tues. and Thurs. 1:00-3:00 pm and by appointment.
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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. 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

As you might expect from an online course, the format includes multi-media. These will largely be in the form of video lectures and narrated power point presentations. In its most general terms, my goal in teaching this course is to present a body of material in a variety of ways, with the central goal as follows:

Learn HOW to think, NOT WHAT to think!

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 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.

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 a.m. on each exam day and will be available for 48 hours. However, once you start, you must finish within 60 minutes, and you will only be able to make one attempt.

2. **IDEAS TO ETHICS** – There will be four of them, five points each. These are short essays and will be announced sporadically and become available on Blackboard via an access code given during the relevant lecture(s). 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. So let me know if you’re ill and we will figure it out when you’re better. 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 one textbook for the course:

Schaefer, Richard. 2019. Sociology: A Brief Introduction. 13th Edition. New York: McGraw-Hill.

YOU ONLY NEED THE TEXTBOOK! YOU DO NOT NEED THE “CONNECT” ADD-ON.

A section of this text will be assigned for each topic. The text can be obtained as follows:

1. Purchase an e-book access card from the TTU/Barnes and Noble Bookstore with a code to buy/rent the e-book.
2. Download (buy/rent) the e-book directly from McGraw-Hill (A small bit cheaper). Once you have the book, you can also download a “Read anywhere” app from McGraw-Hill.

Each topic will also have supplemental readings and informational links – available at NO CHARGE through Dr. Koch’s website: www.drjkoch.org. These links will also be posted to Blackboard.

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 accessing the video and power point lectures and presentations. ** Test questions will be derived from both lecture and reading material. ****

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 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

Another Special Note: There is no “rounding up” or “curving” your score.

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, made available after the final lecture in each segment. These four questions incentivize you to keep up with the material. They will become available on Blackboard via an access code given during the relevant lecture(s).

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. 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 (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 (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 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 at 9:00 a.m. on the days listed below.*

YOU WILL DO YOUR BEST WORK IF YOU ACCESS THE MATERIAL AT 9:00 AM EACH TUESDAY AND THURSDAY. REMEMBER – LECTURES ARE WHERE YOU FIND PASSWORDS TO IDEAS TO ETHICS ASSIGNMENTS AND LECTURE QUIZZES.

Part 1: Foundations

Jan 21: Introduction and Logistics

Jan 26: Self and Society – How we fit into a multicultural society.

Jan 28: Theory I (Macro Theory) - Comparing the meaning of diversity.

Feb 2: Theory II (Micro Theory) – Representing similarities and differences.

Feb 4: Research Methods & Ethics– Testing the meaning of diversity.

Feb 9: Culture – The context of meaning, assimilation, and diversity

Thursday, February 11: ** Test 1 ** 30 questions ** On Blackboard, 9:00 am. The exam will close at 9:00 am on Saturday, February 13.

Part 2: On (mostly) a Micro Level

- Feb 16: Socialization – Learning who we are in relation to others.
Feb 18: Deviance – Causes and consequences of power distribution.
Feb 23: Social Structure/Interaction – How diverse relationships are structured.
Feb 25: Groups, Networks, Organizations – Location of power and status.

Tuesday, March 2: ** Test 2 ** 30 questions ** On Blackboard, 9:00 am. The exam will close at 9:00 am on Thursday, March 4.

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

- March 4: Stratification – Understanding the distribution of class, status, and power.
March 9: Stratification and Race – Impact of race on class, status, power.
March 11: Stratification, Gender, and Age – Impact of gender & age on class, status, power.
March 16: Sex, Gender, Media, & Violence. “Dreamworlds” Film - optional
March 18: Study Day. Enjoy your Spring Break tomorrow. But be ready:

Tuesday, March 23: ** Test 3 ** 30 questions ** On Blackboard, 9:00 am. The exam will close at 9:00 am on Thursday, March 25.

Part 4: Value-Based Social Institutions

- March 25: Family – Values and diversity, gender and power.
March 30: Education – Access and opportunity.
April 1: Religion – Morality and diversity.
April 6: Religion and Diversity. Guest Lecture. The Rev. Dr. Thomas Bohache

Thursday, April 8: ** Test 4 ** 30 questions ** On Blackboard, 9:00 am. The exam will close at 9:00 am on Saturday, April 10.

Part 5: Interest-Based Social Institutions

- April 13: Health and Medicine – Access and Inequality
April 15: Economy – Comparing the distribution of resources.
April 20: Politics and Government – Power and control of resources.

Thursday, April 22: ** Test 5 ** 30 Questions **. On Blackboard, 9:00 am. The exam will close at 9:00 am on Saturday, April 24.

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

- April 27: Collective Behavior – Living together in a pluralistic society
April 29: Communities and Population – Diversity in urban, suburban, & rural U.S.
May 4: Social Change – The changing meaning of diversity.

THE FINAL EXAM OPENS THURSDAY, MAY 6, 9:00 AM AND CLOSES SATURDAY, MAY 8, AT 9:00 AM. Because is it the Final, per university regulations, you will also have two hours to complete it once you open the exam.

Syllabus – Contact Dr. Koch

- Email: jerome.koch@ttu.edu.
 - Your best option. I check email regularly throughout the day. Emails are returned during business hours: 8-5.
 - Please put your name and Soc 1301 in the subject line:
 - For example, Jim Smith – Soc 1301
- Phone: (806) 834-3920
 - This is not a “real” phone.
 - Calls to this number go to voicemail. I get an immediate email, a recording of the call, and a (kind of) written transcript. Please leave me a message and I will get back to you!
- Skype: ID = drjrk94
 - Always available during virtual office hours.
 - Tuesdays and Thursdays, 1-3 pm..
 - Schedule Skype appointment via email.

Your TA – Austin Stubblefield

- austin.stubblefield@ttu.edu
- Mr. Stubblefield is an MA candidate in Sociology. This is his second semester working with me. We are a good team!
- He is your resource for questions relating to material content and course details.
- **He is also the Techno guy relating to problems encountered with Blackboard.**
- **IF YOU HAVE A TECHNICAL PROBLEM WITH BLACKBOARD, EMAIL HIM IMMEDIATELY.** This will help us verify a problem should it prevent you from opening an exam or assignment.

Syllabus – the Basics

- The study of social diversity.
- Double-dip:
 - Social and Behavioral Sciences Core
 - Multicultural graduation requirement
- The whole course in two words:
 - Comparing Perspectives.
- “How” to think – not “what” to think.
- Lots of ways to be “right.”

Syllabus – Points and Grades

- Six exams – 30 points each (180). Multiple Choice & T/F.
- Four “ideas to ethics” essays. Five sentences and five points each (20).
- Everything is “open book & open notebook.”
- $180 (6 \text{ exams}) + 20 (5 \text{ essays}) =$
- 200 points. Grade cut points:
- 180-200=A 160-179=B 140-159=C 120-139=D

- Extra credit! Five “lecture quizzes” four points each (20 extra credit – a possible 10% bump).
 - You can theoretically earn a 110% average.

Syllabus – Schedule Essentials

- Class is “asynchronous.” We do not meet together at a specific time.
- Two topics per week. (See schedule on the syllabus.)
- Video lectures and narrated handouts will “drop” each Tuesday and Thursday, 9:00 am. (ish). Think of this as the start of class time!
- Exams will “go live” at 9:00 am each scheduled day and be available for 48 hours. (They “die” at 9:00 am two days later).
- Once you begin an exam, you will have 60 minutes to complete it.
- Schedule and due dates/times for quizzes and essays TBA.
 - PAY ATTENTION!
 - READ YOUR EMAIL.
 - CHECK THE SYLLABUS.
 - CHECK IN WITH BLACKBOARD.
 - OFTEN.

9:00 am is the key hour of the day

- All exams will go live at 9:00 am on the days listed in the syllabus.
- All exams will close at 9:00 am two days later.
- Ideas to Ethics essay assignments, and the passwords to access them, will be announced DURING LECTURES. These are not scheduled in advance. You only learn about them by keeping up with the lectures. These also go live at 9:00 am and close at 9:00 am two days later.
- Lecture Quizzes will be announced DURING LECTURES. Same drill. These extra credit points are further incentives to keep to a schedule in watching the lectures. These also go live at 9 am and close at 9:00 am two days later.

Syllabus – Resources

- *Student disability services*
 - *Advise and we will accommodate*
- *Religious Holidays*
 - *Advise and we will accommodate*
- *Resources for Discrimination, harassment, violence.*
 - *Please avail!*

A little note on “Adulting.”

- *Ok. Can I be Frank? (You can call me Frank if it helps.)*
- *You are responsible for keeping track of when things happen and when things are due.*
- *Make-ups? Generally none. Please ----- Pay attention!*
- *If you are involved in a University activity that takes you away from your computer the *entire time* exams are open and quizzes etc. are available, a make up will be scheduled.*
- ***If you are sick – GETTING BETTER IS THE MOST IMPORTANT MATTER – especially in a Covid world. So let me know if you’re ill and we will figure it out when you’re better. 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).***
- *Final thought. Your ability to take exams on time and turn in the other work when it’s due is a sign unto you:*
 - *How good are you at holding up your end of a deal TO WHICH YOU AGREED IN ADVANCE?*
- ***You can sell that work ethic for real money.***

Syllabus – Last Word

Strive for Honor