

**Spring 2023 SOCIOLOGY 1301 H01 – INTRODUCTION TO SOCIOLOGY - HONORS**

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Office Hours: T-Th 2:00-3:00 am; Wed 12-2 pm & by appt. Holden Hall 162. (806) 834-3920.

**Sociology is the study of social diversity.** We tend to think first – and often think only – of diversity in terms of race, sex, gender, age, ethnicity, and social class. All true enough. But there is amazing social diversity across our society, within social groups, and even among those in our families. Consider diversity in American politics, or the multi-faceted forms of religion in the US and abroad. Think of the varied groups to which you belong. Who are you “just like” in your family? Or not? Our relationships take on new meaning as we grow and develop. Our personal interests and aptitudes evolve and change. Some of that actually helps change the world. We will examine, experience, discuss, and write up the many forms of diversity as we awaken and use our sociological imagination. Much of our work together explores research questions generated by students, both individually and collaboratively. Readings and reflective assignments form the basis of extensive class and small group discussion. Thus, the class is a sociology laboratory. We have fascinating stories. It’s fun – and challenging - to act and interact together.

**\*\*\* The primary goal of this class is to stimulate critical thinking and reflection. That is, to learn *how* to think rather than *what* to think. \*\*\***

**This seminar is also designed to provide students an opportunity to begin engaging the process of independent inquiry.** To the extent possible, it involves a process identical to the development, presentation, and evaluation of independent scholarship. In this class, students learn to frame a research question with a topic of their own interest and investigate relevant published research. Students use the results of that investigation to assemble an annotated bibliography. These types of instruments become the point of departure for any research process.

### **COURSE FORMAT**

The course begins with foundational material to help students refine their sociological world-view. We then explore several specific topics related to the social antecedents of diversity, self, and society. Each topic will first be addressed with a didactic presentation of varying types. This comprises essentially the first half of each weekly session. Following a break, the class divides into discussion groups to engage a series of follow-up questions and/or information students have gathered by journaling (“Show and Tell.”) We conclude our investigation of each topic with plenary discussion summarizing our most interesting and controversial insights. Everyone's ideas will be invited and we will teach each other what we have learned.

**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 graduation 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.	Student journal entries, class and group discussion, and take-home essays reveal their ability to separate causation from correlation, as well as determine alternate hypotheses for claims about social issues & human behavior.
Demonstrate knowledge of the appropriate ethical methods, technologies, and data that social and behavioral scientists use to investigate the human condition.	Student journal entries, class and group discussion, and take-home essays reveal their knowledge of research methods which investigate social structure, human interaction, data collection, output interpretation, & protection of human subjects.
Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;	Student journal entries, class and group discussion, and take-home essays reveal 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 to relevant issues of the day. Small group discussion reveals each student’s style of communicating, persuading, and understanding.
Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions;	Student journal entries and take-home essays reveal 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 journal entries and take-home essays reveal 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.

<b>Multicultural Graduation Requirement Learning Outcomes:</b>	Assessed By:
Awareness and knowledge of ethnicity, gender, and class	Student journal entries, class and group discussion, and take-home essays reveal 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 journal entries, class and group discussion, and take-home essays reveal 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 journal entries, class and group discussion, and “Ideas to Ethics” essays show 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 journal entries, class and group discussion, and “Ideas to Ethics” essays show 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.**

**Methods of Assessing Learning Outcomes:**

The primary goal of this course is to encourage creative thinking by sharing ideas and experiences. Even so, the class structure also involves some formalized expectations. Your grade in this course will be determined by your performance on each of the following:

- 1. 120 points -- Take-home essays:** There will be four of these, three questions each. Two will cover content; the other will be “Ideas to Ethics.” Responses to these three questions should be completed in four double-spaced typewritten pages.

2. **50 points: Introduction and Annotated Bibliography** – Students frame a research question of their own interest. They then consult the research literature and compile an annotated bibliography of at least 15 sources from scholarly (peer-reviewed) journals that relate to their research question. Finally, students write a 3-4-page description of their research question, why it is important to address it, and what they'd expect to find should they ever actually do such a study. A model and handouts are provided online.
3. **20 points – Journaling.** Blank pages for your journal are available for download and printing. A description and discussion of each assigned reading, and each “Show and Tell” piece comprise one page each of students’ journals. These will be checked for timely completion four times during the semester. An up-to-date and complete journal earns 5 points each time they are collected. Don’t leave home without it!
4. **10 points - Attendance.** As is evident from the course structure, you will be learning much from each other. Thus, being in class means being a colleague. Attendance will be taken each week. At the end of the semester, each student will earn 2 points for having attended any/each of the five least-well attended days. (Exceptions herein apply).

Grades will be calculated as follows: 200 possible points 120 essays; 50 Introduction and Annotated Bibliography; 20 Journals; 10 Attendance) **180-200=A; 160-179=B; etc.**

**READING ASSIGNMENTS:** The readings for each topic covered in the course are available at no cost on the Professor’s web page. <http://www.drjkoch.org> . These are examples of current theory and research relating to Self and Society. **You will do your best work, for yourself and with your colleagues, by reading all assigned material in advance of the relevant session.**

**Honors Intro Schedule:** *This schedule is subject to change as needs warrant. Students are responsible for keeping track of the most current information as announced and written.*

**Part 1: Intro, Methods, Theories of Diversity**

January 11 Orientation, Introductions, Logistics. Self and Society  
 January 18 Research Methods and the Annotated Bibliography.  
 January 25 Macro Theory  
 February 1 Micro Theory.  
 February 8: Review and Drill – Comparative Perspectives  
 February 15 Social Deviance **Take home 1 distributed. Journal Check**

**Part 2: Stratification, Social Class, Diversity**

February 23 Stratification **Take home 1 due.**  
 March 1 Diversity and Race/ethnicity.  
 March 8 Diversity and Age/Sex/Gender **Take home 2 distributed. Journal Check**  
**March 15 SPRING BREAK**

**Part 3: Diversity in Social Institutions, Part 1**

March 22 Religion **Take home 2 due.**  
 March 29 Health and Medicine **Annotated Bibliography Draft Due.**  
 April 5 Health and Religion. Guest Scholar:  
 Dr. Ron Cook, D.O. Chair, UMC Family Practice. Prayer, Medical Practice, & Healing  
**Take home 3 distributed. Journal Check**

#### **Part 4: Diversity in Social Institutions, Part 2**

April 12 Education **Take home 3 due**

April 19 Family

April 26 Wrap up and MAGIC SHOW!

**Take home 4 distributed. Journal Check. Introduction & AB due.**

May 3 **Take home 4 due.**

#### **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*

*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 Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office at 335 West Hall or 806-742-2405.

*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. 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.

*Scholastic Dishonesty.* It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension. "Scholastic dishonesty" includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act. Please refer to TTU OP 34.12 for examples of actions considered to be dishonest. In this class, plagiarism, or the act of claiming someone else's work or idea as your own, is considered a serious violation of the University's policies on academic honesty. In this class plagiarism in any form will not be tolerated. If you have any questions whatsoever about what is (or is not) plagiarism, please ask me. If you are caught plagiarizing material in the class or copying from another student in any way I will initiate disciplinary action with the Office of Student Conduct. If you are found to have committed a violation, it may result in your failure for that assignment, this entire class, and/or possible expulsion from the university.

*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. 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.

*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/ttpd/> (To report criminal activity).