INTRODUCTION TO SOCIOLOGY

SOCl 83078- 001 – 01

Fall Semester 2009 (Room: Douglass Hall #116; Time: 9:40am-11:00pm, Tu & Th)

INSTRUCTOR: Ivor Lensworth Livingston, Ph.D., M.P.H., C.H.E.S.
OFFICE: Room 212C, Douglass Hall (1st choice), DGH#207 (2nd choice)
OFFICE HOURS: 8:30am - 9:30am Tuesdays & Thursdays and by appointment.
E-Mail: ILivingston@howard.edu

Graduate Assistants: Nadhia Normil (assigned to section 02 – 11:10 am class)
Office: Room 210-A, Douglass Hall & Social Science Laboratory in Basement of Douglass Hall
Office Hours: TBA
Office Phone No.: 806-6664

Graduate Assistants: Walter Tucker IV (assigned to section 01 – 9:40 am class)
Office: Room 210-A, Douglass Hall & Social Science Laboratory in Basement of Douglass Hall
Office Hours: TBA
Office Phone No.: 806-6664

Class Rules to Know and Follow:

a) No talking in class when instructor is lecturing.
b) No eating and/or drinking in class.
c) If student arrives after an examination has started, no extra time is given to complete the examination.
d) Cellular phones should be either turned off or placed on vibrator mode when in class.
e) If any student is recognized by the University to have special needs, the required documentation must be presented to the instructor at the beginning of the semester, or as soon as it becomes available.
f) Make-up examinations only given with documented medical excuses (and other excuses, e.g., participation in University-sponsored athletic events, that are deemed acceptable).
g) No make-up online Blackboard quizzes will be given. When the due dates are passed, online quizzes will not be reopened.
h) If students come late to class after attendance sheets have been signed, they will not be allowed to enter their names on the sheet.
i) Because the class is large (100+), it is broken down into four quadrants or sections:
   A - D
   E - K
   L - Q
   R - Z

Assignment to quadrants is based on students' last names. All class assignments, e.g., exams, class papers, stress exercises, must be submitted by each student to his/her designated quadrant.

j) All students are expected to access Blackboard by the end of the 2nd week of classes. It is important that
students have sustained access to Blackboard because assignments, e.g., time-based quizzes and announcements will be posted there throughout the semester. Students who demonstrate sustained access to Blackboard by having completed 10 quizzes with a full score of 100, will be given 1 point towards their final grade.

\[ k \]
Cheating will not be allowed. If any student is caught cheating severe sanctions will be imposed (e.g., grade of F for the assignment in question, asked to withdraw from the course).

\[ l \]
Any student who has special needs, as officially documented by the Office of Special Student Services (202-238-2400), should provide the instructor with this official document by the first two weeks of class.

I. Mandatory Main Textbooks:

- Kimmel, M., and Aronson, A. [K&A] (Livingston, I) [L].
  Sociology Now: The Essentials (Custom Edition for Howard University)
  Pearson, 2009. [K&A]

II. THE NATURE OF SOCIOLOGY AND STRESS:

SOCIOLOGY

Sociology may be defined as the scientific study of society. Sociologists are interested in human relationships; how they arise, how they persist, and how they change. Unlike psychologists, who study individual behavior, sociologists are interested in human interaction. Groups, in all their myriad forms, represent the distinctive focus of sociology. The range of human social relationships explored by the sociologist is virtually limitless. The behavior of the most respected and the most despised members of society, of the most ordinary and the most extraordinary people -- all fall within the province of study for the sociologist.

From a typical sociological perspective, the basic assumption is that all human beings are born with a tabula raza, or a “blank slate.” This being the case, the study of sociology allows us to more fully understand how we become human, whereby we think and behave in ways that are expected and “normative” for our society to be relatively stable. Conversely, the study of sociology allows us to also understand why some people in society choose not to engage in behaviors that are expected and normative.

The assertion that sociology is "scientific" carries with it a number of implications. It means that one of the sociologist's primary goals is the identification of regularities in group behavior. Sociologists seek to establish a systematic body of knowledge about human society in the form of logically interrelated sets of hypotheses and theories that are directly verifiable and capable of accurately predicting social action.

STRESS

Basically, stress can be viewed “as the psychological (mind) and physiological (body) wear and tear, or reaction, to perceived conditions (stressors or demands) in and around us. By more fully understanding the nature and causes of stress, as well as how it can be managed appropriately, we can experience healthier and more productive lives. While this latter statement is true for everyone, it is particularly true and relevant for college students given the variety of “potential” stressors they are likely to perceive and experience while at college. In essence, the health and success college students experience while at
college will, to a great extent, be dependent on how well they manage their stressful experiences.

Given the importance of stress in the lives of college students, and given the sociological importance of learning “appropriate” ways of thinking and responding in society, a stress component is added to the course. In keeping with how stress has been defined, specific mention is made of the importance of "perception" and individual characteristics in the experience and, subsequent, management of stress. While general information on stress is presented, a particular focus is on stress and stress management for college students. This being the case, a supplementary section on stress entitled, “Stress Management 101 For College Students” is at the back of the assigned textbook for the class. Apart from chapters that are assigned from this stress section, a series of six(6) stress exercises have to be completed by all students as part of the course requirement (see Course Schedule for the projected due dates associated with these assignments). Additionally, three (3) online Blackboard quizzes have to be completed on the stress component and questions on Examination #2 and Final Examination, will also be pulled from the chapters covered in the stress section of the textbook.

III. COURSE GOALS:

1. Introduce students to the nature of sociology and its accompanying perspectives.

2. Introduce students to the major sociological concepts, theories and research methodologies of sociologists.

3. Introduce students to the relevance of sociology to improve understanding of social structures, social processes and social functioning within society. These and other discussions will include the relevance of sociology to contemporary societal issues, especially issues that are of importance to racial and ethnic minorities living in the United States.

4. Introduce students to the social psychology of health, emphasizing the importance of the stress-health relationship in the social and psychological contexts of their lives

IV. COURSE OBJECTIVES:

To accomplish the goals of the course the following activities will occur:

a) An interactive PowerPoint lecture is provided on all selected chapters, including those on the stress section;

b) Optional online discussion sessions are provided (when possible) by graduate assistants on chapter topics lectured on in class;

c) When possible, tutorial sessions (online) with graduate assistants (if needed);

d) Online Blackboard quizzes that relate to and reinforce the information covered in chapters have to be completed by students with a full score of 100;

e) Regarding the goal related to the stress component, specific focus will be made on the dynamics of stress and the stages involved in the stress process. Students will be able to i) make the distinction between stressors and stress; ii) recognize certain symptoms when some people are "under stress;" and iii) be aware of certain strategies and techniques that are usually effective in managing stress. Apart from relatively short 15+ chapters that are assigned from this stress section of the text, students have to complete and submit six (6) exercises that address the three main components of the stress section of the course.
V. COURSE REQUIREMENT:

Each student is fully responsible for reading the assigned chapters for each class period in the required text. In reading and understanding the materials presented in each chapter, special attention should be given to the importance of the following:

► Outlining of chapters (by students);
► *Italicized* words;
► Inserts, examples and illustrations;
► Summaries;
► Exercises at the end of each chapter;
► Key terms and glossary at end of book;
► The list of suggested readings to encourage further reading on selected subject matters; and
► Readings at the back of the book.

An interactive web site called MySocLab has been packaged with your text at: http://www.mysoclab.com. Users can watch interviews with the authors of this text and other prominent social scientists, listen to stories from the National Public Radio (NPR) archives, read current newspaper articles, etc. **This material is free to students when the text is packaged with a MySocLab Student Access Code Card.** More will be said about this feature around the 2nd week of class.

Students are expected to fully participate in classroom discussions as they pertain to the assigned readings. If students see it fit not to attend classes, they will be held responsible for the materials discussed in their absence. Although most of the materials to be discussed in class can be found in appropriate chapters in the assigned texts, new materials (e.g., “world-local facts” that are included for bonus points on examinations) will, from time-to-time, be introduced that are outside of the texts. Therefore, if students are absent from a class session, they should obtain class notes from other students in the class.

V. COURSE EVALUATION:

<table>
<thead>
<tr>
<th>Source</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. In Class Examination #1</td>
<td>12.0</td>
</tr>
<tr>
<td>B. In Class Examination #2</td>
<td>22.0</td>
</tr>
<tr>
<td>C. Class paper (Autobiographical Sketch)</td>
<td>20.0</td>
</tr>
<tr>
<td>D. Stress exercises (originally written and submitted in class to the instructor to grade and return)</td>
<td>8.0</td>
</tr>
<tr>
<td>E. Quizzes (Blackboard-based with time limits for completion, i.e., 100 points are required for 10 completed Quizzes @ at ½ each)</td>
<td>5.0</td>
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<tr>
<td>F. Sustained Blackboard access over the semester (i.e., with a minimum of 10 fully (100% graded) completed quizzes, or 5 points)</td>
<td>1.0</td>
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<tr>
<td>G. In Class Final Examination</td>
<td>32.0</td>
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</tbody>
</table>

________ 100.0
[A&B] IN CLASS EXAMINATIONS: Two one-hour in class examinations will be given during the semester. Tentative times for each examination can be seen on the class schedule. Each examination will include the following sections: multiple choice and sentence completion. Both of these examinations are mandatory. If for whatever reason (excepting medical circumstances accompanied by an appropriate certificate) a one-hour examination is missed, students will lose 12% for the 1st examination and 22% for the 2nd examination.

NO MAKE UP EXAMINATIONS WILL BE GIVEN

[C] CLASS PAPER: An autobiographical sketch is the assigned class paper. Students are required to write an essay about themselves using sociological concepts discussed in class as the descriptive "tools." The autobiographical sketch will be mainly assessed based on the number and correct usage of the sociological concepts. More will be said about this requirement after the first four weeks of classes. Papers should be between 7-10 typewritten (i.e., double-spaced, 12 font) pages in length. A minimum of 20 sociological concepts must be used. If a concept is used more than once, it is only counted as one sociological concept. To ensure that the reader knows that you have used a specific sociological concept (e.g., socialization) in a particular segment of your essay, the concept that is used should be placed in a bracket (e.g., [socialization]) after it is used/implied in a sentence and/or paragraph. All papers must have the following: a) title, b) introduction, c) body with appropriate paragraphs, and d) conclusion. Class papers constitute 20% of students’ overall grades. The front page of all submitted papers must have students’ Names, ID#s, Title of Paper, Course Name and Section #, Date, and Instructor’s name.

Again, more will be said about the autobiographical class paper after the first four weeks of classes.

Class papers are due 11/19/09. NO LATE PAPERS ARE ACCEPTED (unless for medical and other “legitimate” reasons). Please make a copy of your paper for your records before submitting it in class. While the grades for students’ class papers are returned, the original class papers submitted are not returned by the instructor. Only the original class paper must be submitted. No copies of the original will be accepted.

[D] STRESS EXERCISES: All students are required to participate in and complete a series of stress-related exercises. While there are six(6) stress-related exercises to complete, two(2) important exercises include the Daily Stress Diary and Life Planning Guide, which appear at the back of the stress book. All completed stress exercises constitute 8% of students’ overall grades.

STRESS DIARIES DUE. Please note that you should compile information about your "stressful" life experiences (or lack thereof) between the 2-week interval of 10/27/09 - 11/10/09. Due date: 11/10/2009.

[b] LIFE PLANNING GUIDE DUE. As the name indicates, this exercise requires that you spend some time to carefully plan what "things" (i.e., stress- and improvement-related) that you are thinking of doing that will improve both the quality and quantity of your lives. Due: 11/10/2009.

The following are the six(6) exercises in the stress book that must be completed along with their respective points:

1. Exercise 3.1: Load Experiences (page 35, ½ point);
2. Exercise 16.1: Stress Diary (pages 258-260, 2 ½ points – require a 2-week period
3. **Exercise 16.2**: Listing Concerns and Responses to Symptoms of Stress (page 261, 1 point);
4. **Exercise**: Life Planning Guide (pages 262-266, 2 points);
5. **Exercise**: Word Find For College Students (page 267, 1 point); and
6. **Exercise**: College Student Stress Index (pages 273-274, 1 point).

The Stress Diary, the Life Planning Guide, and the other four (4) assignments can be found under Course Assignment on Blackboard. Please print and complete these assignments. All the completed stress exercises have to be submitted in class by each student to the Instructor on **Tuesday, November 10, 2009** for grading. Under no circumstances will any late stress exercises be accepted. Each student is required to sign next to his/her name acknowledging that the exercises were submitted. When the stress exercises are graded, each student will again sign next to his/her name acknowledging receipt of graded exercises.

More will be said about this assignment during the first month of classes.

[E] **QUIZZES**: Throughout the semester a minimum of ten (10) and a maximum of fifteen (15) quizzes will be given via Blackboard. **Only ten (10) quizzes will be counted.** The content of the quizzes will vary (between students) and they will be **time-based**, i.e., **their availability to students will be limited to 2-3 days.** Only quizzes that are **correctly completed** (i.e., **100% correct**) will be given the maximum score of 0.5 points. **When all ten (10) quizzes are correctly completed, this will constitute 5% of students’ overall grades.** Quizzes will be online for a minimum of 2 days and a maximum of 3 days. Although Blackboard generates a final copy of all quiz activities, for verification purposes, students are encouraged to keep copies of their completed quizzes with a score of 100.

[F] **BLACKBOARD ACCESS**: By the end of the second week of classes all students should demonstrate that they have successfully accessed Blackboard. Quiz#1 will be released the 2nd week of classes, therefore students need to have accessed Blackboard by this time in order to complete the quiz. Sustained access to Blackboard will enable students to view posted information pertinent to the class, which includes online quizzes mentioned before. **Students who have demonstrated that they have successfully accessed Blackboard, i.e., having successfully completed a minimum of 10 quizzes, or have accrued 5 points, will have an additional 1 point added to their final grade.**

[G] **IN CLASS FINAL EXAMINATION** [Monday, December 14, 2009, 8:00am-10:00am]: This examination is **mandatory** for all students. This examination will be comprehensive and it will follow the basic format established in the earlier in-class examinations. A greater emphasis, however, will be placed on chapters and information covered closer to the end of the semester that students did not have on their examinations. The approximate weighting of questions is as follows:

- **Examination #1**: approximately 15%,
- **Examination #2**: approximately 35%, and
- **Final Examination**: approximately 50%.

**It is mandatory that all students take the Final Examination. No exceptions will be allowed.**
VI. GRADING SYSTEM:

- 90 - 100 points = A
- 80 - 89 points = B
- 70 - 79 points = C
- 55 - 69 points = D
- < 55 points = F

VII. CLASS SCHEDULE:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Chapters/Assignments</th>
</tr>
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<tbody>
<tr>
<td>08/25</td>
<td>Introduction to Class</td>
</tr>
<tr>
<td>08/27-09/03</td>
<td><strong>What is Sociology?</strong> ........................................ 1 (K&amp;A)</td>
</tr>
<tr>
<td>09/08-09/10</td>
<td><strong>Culture and Society</strong> ........................................ 2 (K&amp;A)</td>
</tr>
<tr>
<td>09/15-09/17</td>
<td><strong>Society: Interactions, Groups and Organizations</strong> ....... 3 (K&amp;A)</td>
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<tr>
<td>09/22-09/24</td>
<td><strong>How Do We Know What We Know? The Methods of the Sociologist</strong> 4 (K&amp;A)</td>
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<tr>
<td>09/29</td>
<td>Extra Day to “Catch-Up”</td>
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<tr>
<td>10/1</td>
<td><strong>Class Paper Discussed</strong></td>
</tr>
<tr>
<td>October 1st</td>
<td><strong>EXAMINATION #1</strong> [Chapters 1, 2, 3 &amp; 4]</td>
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<tr>
<td>10/06-01/08</td>
<td><strong>College Students: Trends and Health Outcomes</strong> .......... Stress Section (L) Chapters 1-5</td>
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<tr>
<td>10/08-10/13</td>
<td>[I] <strong>Identifying the Stress-Health Relationship</strong> ........ Stress Section (L) Chapters 6-15</td>
</tr>
<tr>
<td>10/13-10/15</td>
<td>[R] <strong>Recognizing Stress Reactions</strong> ......................... Stress Section (L) Chapters 16-15</td>
</tr>
<tr>
<td>10/13-10/15</td>
<td>[M] <strong>Managing Stress Using Selected Strategies</strong> .......... Stress Section (L) Chapters 16-22</td>
</tr>
<tr>
<td>10/27/09</td>
<td>Two-Week Stress Diary Period Begins</td>
</tr>
<tr>
<td>11/10/09</td>
<td>Two-Week Stress Diary Period Ends</td>
</tr>
<tr>
<td>11/10/09</td>
<td><strong>Stress Exercises Submitted</strong></td>
</tr>
<tr>
<td>12/01/09</td>
<td>Graded Stress Exercises Returned</td>
</tr>
</tbody>
</table>
STRESS DIARIES, LIFE PLANNING GUIDES + other four exercises DUE (Completed exercises turned in ONLY to Instructor to be graded at the end of class meeting on 11/10/09).

The following are the six(6) exercises in the stress book that must be completed along with their respective points:
7. Exercise 3.1: Load Experiences (page 35, ½ point);
8. Exercise 16.1: Stress Diary (pages 258-260, 2 ½ points – require a 2-week period for completion);
9. Exercise 16.2: Listing Concerns and Responses to Symptoms of Stress (page 261, 1 point);
10. Exercise: Life Planning Guide (pages 262-266, 2 points);
11. Exercise: Word Find For College Students (page 267, 1 point); and
12. Exercise: College Student Stress Index (pages 273-274, 1 point).

NO LATE EXERCISES WILL BE ACCEPTED

October 21st. MID-TERM DEFICIENCY GRADES DUE

10/22-10/27 Socialization ................................................................. 5 (K&A)
10/27-10/29 Deviance and Crime......................................................... 6 (K&A)
10/29-11/03 Stratification and Social Class......................................... 7 (K&A)
11/05-11/10 Race and Ethnicity ......................................................... 8 (K&A)

November 12th EXAMINATION #2 (22% of Final Grade). [Stress Component – all Chapters in Stress Book, Chapters 5, 6 & 7]

11/17-11/19 Age and Sexuality............................................................. 10 (K&A)

11/20/09 LAST DAY TO WITHDRAW FROM A COURSE

11/26-11/29 FALL SEMESTER RECESS - THANKSGIVING

11/19-11/24 The Family ................................................................. 11 (K&A)

11/19 Class Paper Due (NO LATE PAPERS ACCEPTED)

12/01-12/03 Sociology of the Environments: The Natural, Physical and Human Worlds ......................................................... 15 (K&A)
12/01/09  Final Examinations for Prospective December 2009 Graduates

12/03/09  Deadline for Instructors to Submit Final Grades for Prospective December 2009 Graduates – 3:00pm.

12/03/09  Formal Classes End

12/04-12/06  READING PERIOD

December 14th FINAL EXAMINATION (32% of Final Grade). Comprehensive: Chapters 1, 2 & 3 = approximately 15% of questions; Stress Book, Chapters 4, 6 & 7 = 35% of questions; and Chapters 8, 10, 11, 12 (i.e., all chapters covered after Examination#2) = approximately 50% of questions

Final Examination
Monday, December 14, 2009
8:00am-10:00am
DGH# 116