

Fall, 2024 SOCIOLOGY 1301 H01 – INTRODUCTION TO SOCIOLOGY - HONORS

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Office Hours: T-Th 12:30-2 pm; Wed 1-2 pm & by appt. Holden Hall 70. (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.

Social and Behavioral Science Learning Outcomes:	Assessed By:
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.

Multicultural Graduation Requirement Learning Outcomes:	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. **60 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!

Grades will be calculated as follows: 200 possible points 120 essays; 60 Introduction and Annotated Bibliography; 20 Journals) **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

August 28 Orientation, Introductions, Logistics. Self and Society
 September 4 Research Methods and the Annotated Bibliography.
 September 11 Macro Theory
 September 18 Micro Theory. September 28
 September 25 Social Deviance **Take home 1 distributed. Journal Check**

Part 2: Stratification, Social Class, Diversity

October 2 Stratification **Take home 1 due.**
 October 9 Diversity and Race/ethnicity.
 October 16 Diversity and Age/Sex/Gender **Take home 2 distributed. Journal Check**

Part 3: Diversity in “Value-Based” Social Institutions

October 23 Family **Take home 2 due.**
 October 30 Religion
 November 6 Education. **Take home 3 distributed. Journal Check**

Part 4: Diversity in “Interest-Based” Social Institutions

November 13 Health and Medicine **Take home 3 due**
 November 20 Health and Religion **Annotated Bibliography due.**
 Take home 4 distributed. Journal Check
 November 27 Happy Thanksgiving
 December 4 **Take home 4 due.**

Texas Tech Policies Concerning Academic Honesty, Special Accommodations for Students with Disabilities, Student Absences for Observance of Religious Holy Days, and Accommodations for Pregnant Students.

If you have questions about any of the institutional statements listed below, please talk to your course instructor.

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].

The use of generative AI tools (such as ChatGPT) is strictly prohibited in this course for any purpose. Information gathered from AI cannot be used even with appropriate citation. Submission of AI-generated content (i.e., information, text, or images) as your own work is a violation of academic integrity and may result in referral to the Office of Student Conduct. Please contact your instructor if you have questions regarding this course policy.

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

To support the academic success of pregnant and parenting students and students with pregnancy related conditions, the University offers reasonable modifications based on the student's particular needs. Any student who is pregnant or parenting a child up to age 18 or has conditions related to pregnancy may contact Alex Faris, the Texas Tech University designated Pregnancy and Parenting Liaison, to discuss support available through the University. The Liaison can be reached by emailing alfaris@ttu.edu. Should a student communicate with the instructor that they are pregnant or have a pregnancy related condition or may need additional resources related to pregnancy or parenting, the instructor will communicate that student's information to the Title IX Coordinator, who will work with the student and others, as needed, to ensure equal access to the University's education program or activity.

For more information regarding supportive measures, please contact pregnancy & parenting liaison Alex Faris (alfaris@ttu.edu | 806.834.3420) or visit <https://www.depts.ttu.edu/titleix/PregnancyandParenting/>. You can also visit <https://www.depts.ttu.edu/titleix/PregnancyandParenting/> to submit a request to Alex Faris for assistance.

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/ttpd/> (To report criminal activity).