

SOC-S100: Introduction to Sociology Fall 2020, Section 13268

Instructor: Yingjian Liang (You can call me Yingjian or Mr. Liang)

Class time: Tue & Thu 9:25-10:40 am (Online synchronous instruction; Zoom passcode: S100)

Class Link: <https://iu.zoom.us/j/92493902379?pwd=L2h3OC9HZ0FMSmJEeEt2K0RNWW11QT09>

Email: liangyin@iu.edu

Office Hours: Thu 1-3 pm via zoom (Zoom passcode: S100)

Office Hour Link: <https://iu.zoom.us/j/96018122786?pwd=QjQvcEZNZkdKRVPcYXYrQ1Z4NUp0UT09>

COURSE DESCRIPTION

The objective of this course is to introduce you to sociological ideas that will be useful for thinking about the world we live in. To this end, our discussions will be grounded in real-world phenomena and recent historical events. We will use sociological concepts and theories to cast new light on these familiar examples. Threaded throughout the course is a consideration of how social forces constrain, inform, and enable individual actions (structure), and how individual and collective behaviors shape social conditions (agency). Through readings, class discussions, and hands-on projects, the course is designed to help you gain a new understanding of your own society and to develop tools to analyze the social world.

COURSE OBJECTIVES

By the end of the semester, you will be able to

1. Understand sociological concepts and ideas, and apply them to the understanding of current social issues;
2. Read, write, and think about sociological research;
3. Pose sociological questions, analyze evidence, and develop sociological arguments.

COURSE MATERIALS

The required textbook for this course is Introduction to Sociology, 11th edition by Giddens, Duneier, Appelbaum, and Carr, published by W. W. Norton (Students are free to choose the Seagull 11th edition, the same text in a cheaper, black-and-white format) . All other readings will be made available on Canvas. Students are expected to finish all assigned readings before class and come to class prepared to discuss concepts and ideas in those readings.

COURSE REQUIREMENTS

Discussion Posts (10% of final grade)

A discussion board will be opened on Canvas each week. Students are invited to post short comments on or questions about that week's reading. To gain full points, students should have posts for 8 weeks by the end of the semester. The discussion board will be open until 6 pm on Wednesday of each week, so we can try to address some of the questions and comments in Thursday's classes.

Weekly Quizzes (20% of final grade)

Weekly quizzes will be administered for the first thirteen weeks of the semester, except week nine when we have a midterm exam. Students should complete at least 10 out of the 12 quizzes to gain full points. Please note that while this is a tool for the instructor and yourself to gauge your understanding of the week's material, you will not be graded based on completing the quizzes, not on your performance. Each week's quiz will be open on 1 pm on Thursday until 6 pm next Monday.

Exams (30% of final grade)

There will be a midterm exam (open from 9:30 am Thursday, October 22, 2020 until 10 pm Sunday, October 25, 2020) and a final exam (open from 10 am on Wednesday, December 16, 2020 until 10 pm, Thursday December 17, 2020), each worth 15 points. Students are free to choose any time that works best for them within the time frames but once you start the exam, you will have 2 hours to complete it, meaning the latest time you can start is two hours before the closing times specified above. Both exams will be administered online and students are allowed to use books and notes during the exams. Midterm exam will cover materials in weeks 1-8 while the final exam will cover materials in weeks 10-15.

Research Project (40% of final grade)

Students will conduct a mini sociological research project throughout the semester, by interviewing a family member or a friend to answer a sociological question. The project will be divided into four separate tasks with corresponding due dates: research question, research design, data analysis, and discussion and conclusion. By the end of the semester, students will combine the four parts they wrote throughout the semester, with necessary revisions, and turn it in as your final paper. Through this semester-long practice, students will gain hands-on experience in conducting sociological research.

Research question (Assignment 1 due before class on September 10, 10 points)

Students will choose a research question that they will investigate from the list below. For the assignment, write one to two paragraphs specifying what question you are going to investigate, why you chose this question (motivations can be academic or personal), who you are going to interview, why is this person a good case to study, what you are going to interview the person about, and whether or not you have obtained a tentative agreement from the respondent to be interviewed.

- A. How are college students' experiences of the COVID-19 pandemic shaped by their class backgrounds?
- B. How do employers' policies and practices influence workers' experience during the COVID-19 pandemic??
- C. How do the use of online dating apps change young men and women's experiences and understandings of romantic relationships?
- D. How did the election of Obama/Trump make people feel about race relations in the US?

Research design (Assignment 2a due before class on September 22, Assignment 2b due before class on October 1, 10 points): Students should complete two separate tasks, each worth 5 points, to gain full points for this assignment. The first task (2a) is to post on Canvas the interview questions they are going to ask before class on September 22. Each student should have at least three questions. Students will be able to see and borrow from other students who chose the same question. We will spend some time in class discussing what makes good

interview questions. Based on our discussion, the second task (2b) is that students will develop and upload an interview guide, by revising their own questions and borrowing from others' questions before class on October 1.

Findings (Assignment 3 due before class on November 5, 10 points): For this assignment, students will conduct an interview with a family member or friend and summarize their findings in 2 double-spaced pages. Think of this as telling your readers a story. Let details of events and experiences speak for themselves. For example, if you choose question B, tell us what the policies are, how do they work, when and how did those policies make workers' lives easier, when and how did those policies make workers' lives harder, how do workers respond, when do they comply or not. To ensure you have a good grasp of your respondent's experience, your interview should be at least 30 minutes long and should be recorded, so that you can go back and listen when you write.

Discussion and conclusion (Assignment 4 due before class on December 3, 10 points): Based on your findings, make an argument in response to your question and elaborate your argument by discussing how sociological concepts apply to your case. In doing so, consider the following questions:

What is structure and what is agency in your case?

How are meanings socially constructed?

What roles do network/culture/institution play?

How do class, race, and gender impact people's experiences?

Are things stable or changing and why?

This assignment itself should be no more than 2 double-spaced pages.

When you submit your final paper, please combine assignment 1 (question), assignment 3 (findings), assignment 4 (conclusion and discussion), and add your interview guide (assignment 2) as an appendix. Your final paper is due before class on December 10, 2020.

FINAL GRADES

Final letter grades will be assigned by the following scale:

A+	97 - 100%	C+	77 - 79.9%
A	93 - 96.9%	C	73 - 76.9%
A-	90 - 92.9%	C-	70 - 72.9%
B+	87 - 89.9%	D+	67 - 69.9%
B	83% - 86.9%	D	63 - 66.9%
B-	80 - 82.9%	D-	60 - 62.9%
		F	0 - 59.9%

COURSE POLICIES

Covid-related policy

We are in an unprecedented time due to the Covid-19 global pandemic. I appreciate your commitment to continuing your education in such a challenging time and will do my best to

support your learning. The public health situation also requires us to do things differently and responsibly. **ALL STUDENTS SHOULD CONDUCT COURSE-RELATED RESEARCH ACTIVITIES REMOTELY, BY PHONE OR ONLINE.**

If you suspect you have become ill, you should report to IU Health Virtual Visit. Follow instructions to download an app to find care and if you need to be tested. If a test is positive, you will receive guidance on quarantining themselves. Please visit the following website for general information on COVID-19 and IU's response: <https://coronavirus.iu.edu/>

Academic Integrity

Academic dishonesty of any kind (including, but not limited to, plagiarism, sharing, copying, or cheating on exams and assignments) will not be tolerated. In accordance with the Indiana University Code of Student Rights, Responsibilities, and Conduct, misconduct may result in a failing grade for the course, suspension, or in some cases, expulsion. For more information, see: <http://studentaffairs.indiana.edu/ethics-misconduct-legal/index.shtml>

Class via Zoom

Due to the unprecedented public health situation created by the COVID-19 pandemic, we will conduct all our class meetings via Zoom. I will work toward creating an inclusive and engaging online learning environment, by leading discussions and organizing activities suitable for the online format. To this end, I also encourage students to do the following: 1) familiarize yourself with Zoom; 2) attend class meetings on time; 3) pose questions by using the raise hand function or messaging in the chat box; 4) mute yourself when you are not speaking; 5) turn on your video, though it is not mandatory. Despite our concerted effort, we may still encounter unexpected disruptions to our online meetings. I appreciate your patience, understanding, and engagement as we embark on this global-scale online education experiment together.

Assignments

All assignments must be submitted **on Canvas** using the "Assignments" tool. Only .doc, .docx, and .pdf files will be accepted. **Students are responsible for ensuring that assignments are received** by the instructor and that they are submitted in a readable format. Assignments that cannot be located or opened will be marked late. Students experiencing problems uploading assignments should contact UITS (1.812.855.6789 or uits.iu.edu) for assistance. Students should plan for the possibility of technological problems when preparing assignments, as late submissions will incur grade penalties.

Late Work

All students are expected to submit assignments at the specified time on the appointed day. Assignments submitted after the deadline will be subject to a 1-point late penalty. Assignments submitted more than 72 hours after the submission deadline will not be accepted and will receive a grade of 0.

Make-Up Exams

Because both exams will be administered in a flexible time frame to accommodate possible technological issues or schedule conflicts, make-up exams will not be given unless a student faces truly prohibitive circumstances, must attend a university sanctioned event, or is observing a religious holiday during the whole exam period. Religious holidays and university sanctioned events require documentation that must be given to me by the Friday prior to the exam. Other situations will be determined on a case-by-case basis and students should notify me before the

exam periods. Make-up exams will reflect that you have had more time to prepare and will therefore not be the same as the original format and may be more difficult.

Online Engagement Etiquette

We will be discussing sensitive issues in this class, including race, class, gender, and politics. Each person comes to the class with a unique background and perspective. I encourage students to draw on those perspectives in class discussions. Please keep in mind that sharing opinions and experiences is a valuable but sometimes uncomfortable experience. Everyone must make the commitment to create an atmosphere of respect for each person's contribution. Varying points of view are welcome and expected. Please be respectful and open-minded when listening to viewpoints different from your own. If you disagree with an argument, criticize the evidence that supports a stance or the negative implications of a viewpoint; ask questions that challenge certain assumptions; but, please do not criticize the individual who holds that view. Lack of courtesy will not be tolerated and may result in a student being asked to leave and counted absent.

Communications with Instructor

Students should always consult the syllabus prior to contacting me about assignments, procedures, and grading. If the syllabus does not provide a sufficient answer regarding the course, feel free to email me (liangyin@iu.edu). Please include "S100" in the subject line of your email and do NOT contact me via Canvas messages. I will respond to emails within 48 hours. If you do not receive a reply from me within 48 hours, please feel free to email again. I will not check emails 6 pm to 9 am on weekdays and any time on weekends. Students should take that into account and plan ahead if you have questions.

Students are also encouraged to come to virtual office hours to discuss any questions regarding the course. You can sign up for office hours using this link:

<https://www.wejoinin.com/sheets/fzwwg>.

Office hour meetings are divided into 15-minute sessions and students are welcome to sign up for as many as they need. The zoom link for office hours is here:

<https://iu.zoom.us/j/96018122786?pwd=QjQvcEZnZkdKRvpCYXYrQ1Z4NUUp0UT09>. Passcode to join is S100.

Sharing of Course Content

Lecture slides and recordings will be made available. Students are prohibited from taking visual or audio recordings, unless prior permission is granted from the instructor. If permission is granted, recordings and electronic copies of course materials is limited to personal use of students presently in the course and for educational purposes only, even after the course ends.

Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted.

Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Canvas

Aside from the required textbook, all reading materials, assignments, quizzes, grades, and other course content will be made available through the course Canvas website. Schedule changes, reading updates, and other announcements will be announced through Canvas and should therefore reach your IU email accounts too. Students are responsible for regularly checking both Canvas and email.

Special Needs/DSS exam time/big font on slide/have more texts in slides

In compliance with the Americans with Disabilities Act (ADA), IU seeks to provide reasonable accommodation for qualified individuals with documented disabilities. It is the student's responsibility to inform the instructor and to contact the Disability Student Services Office (812-855-7578, <https://studentaffairs.indiana.edu/disability-services-students/>) as soon as possible about any needed accommodations. If you need individual accommodations to meet course requirements, please meet with me as soon as possible so that we can ensure your full participation in the class and a fair assessment of your work. Although accommodations may be made later in the semester, you should contact DSS and me during the first two weeks of the semester for full accommodations.

Bias Reporting

Bias incidents (events or comments that target an individual or group based on age, color, religion, disability, race, ethnicity, national origin, sex, gender, gender, identity, sexual orientation, marital status or veteran status) are not appropriate for our classroom or campus. If you witness or experience a bias incident, you should report it online (<https://one.iu.edu/task/iub/incident-teams-reporting>) or by calling the Dean of Students Office (812-855-8187).

Sexual Misconduct and Title IX

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

The Sexual Assault Crisis Services (SACS) at (812) 855-8900 (counseling services)

Confidential Victim Advocates (CVA) at (812) 856-2469 (advocacy and advice services)

IU Health Center at (812) 855-4011 (health and medical services)

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist.

I encourage you to visit stopsexualviolence.iu.edu to learn more.

Religious Observances

In accordance with the Office of the Vice Provost for Faculty and Academic Affairs, students who wish to receive an excused absence from class for religious reasons must submit a request form available at the link below for each day they will be absent. This form must be presented to

the course instructor by the end of the second week of the semester. A separate form must be submitted for each day. Information about the policy on religious observation can be found here: <http://enrollmentbulletin.indiana.edu/pages/relo.php>.

Student Resources

Indiana University offers several academic and support services that many students find helpful during their education. Some of these include the Student Academic Center (SAC), Academic Support Centers (ASC), Writing Tutorial Services (WTS), and Counseling and Psychological Services (CAPS). These offices are free and available for your benefit. For more information, visit <https://sit.indiana.edu/academic-campus-resources/campus-resources.html> or <https://college.indiana.edu/student-portal/undergraduate-students/support-services.html>.

Digital Access and Equality

Digital devices (like laptops and cell phones) are becoming increasingly important to success in college. In this course, you may need digital devices to access readings, complete and submit written assignments, complete online quizzes, verify your attendance, take in-class polls, coordinate with other students regarding group projects, complete and submit group projects.

I recognize that some students are unable to afford the cost of purchasing digital devices and that other students rely on older, more problem-prone devices that frequently break down or become unusable. I also recognize that those technology problems can be a significant source of stress for students. Given those challenges, I encourage students to contact me and/or the teaching assistant if they experience a technology-related problem that interferes with their work in this course. This will enable me to assist students in accessing support.

I also encourage students to be aware of the many technology-related resources that Indiana University provides:

- Free on-campus wireless internet (wifi) access through the “IU Secure” network. (For help connecting your device to the network, watch this video).
- Free software (including Microsoft Office, Adobe Creative Suite, statistical software, etc.) for download and for cloud-based use.
- Free unlimited, secure online storage through Box (a great way to back up files).
- Free 24/7 support with issues related to IU technology (e.g., email, Canvas, wifi, printing, device setup, etc.).
- Free in-person tech support at the Learning Commons in the Wells Library and in IMU room M089 (click here for hours).
- Discounts on devices from leading technology companies, including Apple, Dell, and Microsoft.

COURSE SCHEDULE

PART I: What is Sociology?

Week 1: The Sociological Perspective

Tue, Aug 25 No reading required

Thu, Aug 27 Textbook, Chapter 1 “What is Sociology?”

Week 2: Sociological Research Methods

Tue, Sep 1 Vankatesh, Sudhir. 2008. Chapter One “How Does it Feel to be Black and Poor?” in *Gang Leader for a Day*. New York: Penguin Books.

Thu, Sep 3 Textbook, Chapter 2 “Asking and Answering Sociological Questions.”

PART II: Individual and Society

Week 3: Social Interaction

Tue, Sep 8 Fausset, Richard and Shaila Dewan. “Police Decisions Are Scrutinized After Rayshard Brooks’s Fatal Encounter.” *New York Times*, June 18, 2020

Thu, Sep 10 Textbook, Chapter 5 “Social Interaction.”
*** Assignment 1 (Research Question) due before class (9:30 am EST).

Week 4: Groups, Networks, Organizations

Tue, Sep 15 Royster, Deirdre. 2003. *Race and the Invisible Hand*. Chapter 3 “From School to Work ... in Black and White: A Case Study”

Thu, Sep 17 Textbook, Chapter 6, “Social Interaction”

Week 5: Culture and Socialization

Tue, Sep 22 Calarco, Jessica. 2011. “I Need Help!: Social Class and Children’s Help-Seeking in Elementary Schools.” *American Sociological Review*, 76(6): 862-82.

Assignment 2a (Research Design) due before class (9:30 am EST)

Thu, Sep 24 Textbook, Chapter 3, “Culture and Society”

PART III: Power and Inequality

Week 6: Class

Tue, Sep 29 Pew Research Center, January 2020, “Most Americans Say There Is Too Much Economic Inequality in the U.S., but Fewer Than Half Call It a Top Priority.” Pp. 12-22 “Trends in Income and Wealth Inequality.”

Silva, Jennifer. 2014. “Working Class Growing Pain.” *Contexts*, 13(2): 26-31.

Thu, Oct 1 Textbook, Chapter 8 “Stratification, Class, and Inequality”
*** Assignment 2b (Research design) due before class (9:30 am EST).

Week 7: Race and Ethnicity

Tue, Oct 6 Nadeem, Shehzad et al. 2015. “Black and Blue.” *Contexts*, 14(3): 12-19.
Thrasher, W. Steven. 2015. *Covering the Three Missouri Michaels*. *Contexts*, 14(1): 68-69.

Thu, Oct 8 Textbook, Chapter 11. “Ethnicity and Race.”

Week 8: Gender

Tue, Oct 13 Kane, Emily. 2006. “No Way My Boys Are Going to Be Like That! Parents’ Responses to Children’s Gender Nonconformity.” *Gender & Society*, 20(2): 149-76.

Thu, Oct 15 Textbook, Chapter 10. “Gender Inequality.”

Week 9: Midterm

Tue, Oct 20 Review session. No required reading. Please review prior lecture slides and notes and come to class with questions.

Thu, Oct 22 Midterm exam.

Week 10: Political Power

Tue, Oct 27 Clarno, Andy. 2015. Hiking the West Bank. *Contexts*, 14(2): 64-66.

Pasquetti, Silvia. 2015. "Words Burn Lips." *Contexts*, 14(2): 67-70.

Thu, Oct 29 Textbook, Chapter 13. "Government, Political Power, and Social Movement."

PART IV: Social Institutions

Week 11: Work and Labor Market

Tue, Nov 3 Cook, Karen et al. 2015. "On the Sharing Economy." *Contexts*, 14(1): 12-19.

Thu, Nov 5 Textbook, Chapter 14, "Work and Economic Life."

*** Assignment 3 (findings) due before class (9:30 am EST).

Week 12: Family and Intimate Relationships

Tue, Nov 10 Lundquist, Jennifer Hicke, and Celeste Vaughan Curington. 2019. "Love Me Tinder, Love Me Sweet." *Contexts* 18(4): 22-27.

Bowan, Sara et al. 2014. "The Joy of Cooking?" *Contexts*, 13(3): 20-25.

Thu, Nov 12 Textbook, Chapter 15. "Families and Intimate Relationships."

Week 13: Education

Tue, Nov 17 Hamilton, Laura and Elizabeth Armstrong. 2012. "The (Mis)Education of Monica and Karen." *Contexts*, 11(4): 22-27.

Parcel, Toby et al. 2016. "The Challenge of Diverse Public Schools." *Contexts*, 15(1):42-47.

Thu, Nov 19 Textbook, Chapter 16. "Education"

PART V: Social Change

Week 14: Population Change

Tue, Dec 1 Watch: "Covid's Hidden Toll." PBS documentary film.

Thu, Dec 3 Textbook Chapter 19. "Population, Urbanization, and the Environment."

*** Assignment 4 (conclusion and discussion) due before class (9:30 am EST).

Week 15: Globalization

Tue, Dec 8 Textbook Chapter 9. "Global Inequality"

Thu, Dec 10 Textbook Chapter 20. "Globalization in a Changing World"

Week 16: Finals Week

Tue, Dec 15 Review session.

Thu, Dec 17 Final exam.