The following was adapted from “The Value of a Liberal Arts Education”,
http://www.admissions.college.harvard.edu/about/learning/liberal_arts.html

**What is Liberal Education?**
A college education is not a job training program. A liberal education is, “an education conducted in a spirit of free inquiry undertaken without concern for topical relevance or vocational utility. This kind of learning is not only one of the enrichments of existence; it is one of the achievements of civilization. It heightens students' awareness of the human and natural worlds they inhabit. It makes them more reflective about their beliefs and choices, more self-conscious and critical of their presuppositions and motivations, more creative in their problem-solving, more perceptive of the world around them, and more able to inform themselves about the issues that arise in their lives, personally, professionally, and socially. College is an opportunity to learn and reflect in an environment free from most of the constraints on time and energy that operate in the rest of life.

“A liberal education is also a preparation for the rest of life. The subjects that undergraduates study and, as importantly, the skills and habits of mind they acquire in the process, shape the lives they will lead after they leave the academy. Some of our students will go on to become academics; many will become physicians, lawyers, and businesspeople. All of them will be citizens, whether of the United States or another country, and as such will be helping to make decisions that may affect the lives of others. All of them will engage with forces of change — cultural, religious, political, demographic, technological, planetary. All of them will have to assess empirical claims, interpret cultural expressions, and confront ethical dilemmas in their personal and professional lives. A liberal education gives students the tools to face these challenges in an informed and thoughtful way.”

**This Course**
This course is designed as an introduction to sociological methods and approaches. The purpose of this course is to provide you with the basic tools to better understand and question our social world. By utilizing a multicultural perspective, we will study social identity(s) and develop our sociological imaginations to fully understand the causes, and solutions of, the big questions of our time.

**CLE Social Science Core**
This course is designed as an introduction to sociological thinking and methods of research. Areas of study include socialization, culture, stratification (on the basis of race, ethnicity, class, gender and sexual orientation) social control, and social change. During the semester we will explore these and other topics in an overview of major ideas associated with classical and modern social thought. Because ideas emerging from anthropology, feminist and critical race theory, and cultural studies are an important part of the mixture that creates the sociological perspective, readings and discussions will be interdisciplinary in nature. A goal of the course is to show how sociologists describe and analyze human experiences and social institutions and attempt to solve social problems. One way we will meet this goal is by reading articles and reports by sociologists conducting cutting edge research. Students will also be required to participate in a service-learning project to gain hands-on practice with sociological methods. The overall purpose of this course is to provide you with the basic tools to better understand (and
question) our ideas, and our social world. Through the readings and collaborative group projects, we will contest everyday understandings of social issues to understand the ways in which different aspects of social life systematically differentiate by privileging and disadvantaging our participation in society.

**Diversity and Social Justice in the United States Theme**
This course is designed to explore sociological thinking and research through a multicultural lens. A broad understanding of multiculturalism is employed that includes race, ethnicity, class, gender, sexual orientation, and disability so as to acknowledge that personal identity is complex and various. We will explore, for example, how race, class, and gender are socially constructed in the U.S. and that these constructs have changed over time. We will study social institutions and stratification to understand how power and social control privilege some in the United States while disadvantaging others. To meet our objectives, we will utilize what C. Wright Mill’s calls our “sociological imagination” to understand how personal problems also have systemic causes and how these social problems historically and politically aid in our understanding of social differences in the U.S. Using our sociological imaginations will allow us to study inequality in the U.S. and to consider institutional and political solutions.

**University Student Learning Outcomes**
This course focuses on 4 of the Undergraduate Student Learning Outcomes (SLOs):

SLO #1: Can identify, define, and solve problems: We will use our sociological imagination to identify individual issues that are also social problems and then, by defining the social problem, we will look for the causes and posit solutions to the problem.

SLO #4: Understand diverse philosophies and cultures within and across societies: We will study the concepts of culture and socialization from both a Sociological and Anthropological perspective this semester to better understand diverse ways of knowing and diverse cultural values and beliefs.

SLO #5: Can communicate effectively: Students will have the opportunity work at a service learning site and hone their skills at public speaking by presenting their findings to the class, as well as analyzing their observations in writing.

SLO #7: Have acquired skills for effective citizenship and lifelong learning: Our ultimate goal of studying sociological theory and methods is to gain the tools we need to understand the social world and how we, as citizens, can positively impact our communities.

**Course Objectives:**
To introduce the methods and theoretical approaches used by sociologists.

1. To read actual research that demonstrates how such methods and frameworks are used to study the social world.
2. To develop your ability to apply sociological analytical skills to your own life, your immediate community, and the world around you. This includes understanding how race, ethnicity, class, gender and sexual orientation affect the relationships of power and privilege around you.
3. To use sociology to view cultures other than your own and develop an understanding of how privilege and disadvantage operates within the institutions of the United States.
4. To think concretely about the kinds of social change necessary to establish a just society.

**The Community of this Classroom**
By being an enrolled student in this course, you are becoming a part of a group of teachers and learners. For the next 15 weeks, we will be reading and discussing different aspects of human interaction in the society of the United States and viewing these issues through the lens of sociology. In order for our community to work well and to allow for engaged discussion and analysis of the material, we need to establish what “norms” need to be followed. The following are my expectations of norms. In the first weeks of class, you will have an opportunity to add to this list of expectations and normative behaviors in our classroom.

1. **Students in this class will know each other.** Our first graded assignment is a name quiz. Within the first 8 weeks of class, everyone will work in a small group, at some point, with every other student in the class. In my mind, not hearing from every student in the course is similar to not reading one of the assigned chapters; we miss a piece of valuable information.

2. **We will engage with each other.** A 2-hour class is a lot of time. Often students are drawn to their cell phones, text messages, emails, websites, to do lists, chemistry homework etc. during class time. However, in this class, we will agree not to text, not to leave our phone turned on, not to check emails via personal laptops, not to complete work for other courses. Instead, we will talk to each other. Primarily, we’ll discuss course content but we’ll also digress at times. While we can’t spend the full 2 hours hearing about each others’ plans for the weekends, we will always choose to talk to each other over sending a text message.

3. All class lectures and discussions are prepared with the expectation that all students have read and thought about the assigned reading for that day.

4. The study of sociology is challenging on both an academic and personal level. As a group of learners, all of us have the right to express our own ideas and to further explore how these ideas compare to what sociology can tell us. Within this framework, we will expect everyone in our group to be respectful of each other and to show this respect by: listening, asking questions, responding, and continuing to listen.

5. **Students need to attend class.** A student who has 7 or more unexcused absences will be unable to pass the course.

**Required Texts**


**Service Learning**

This course is a service-learning course. This means that in addition to attending the class and completing the reading assignments, you are also going to be volunteering at one of the 5 selected service-learning sites. I have chosen sites that can fit into a variety of schedules. You are expected to volunteer for a minimum of 26 hours during the semester. These hours do not include the training that the Community Service Learning Center but they do include any hours that your individual sites require.

Service learning is the “living text” of our course. Through service learning, you will be able to:

- engage in sociological research
- apply different concepts and theories of sociology to your experience,
- analyze how the service-learning site fits into the broader structures and institutions of our society,
- view interactions between people at the service-learning site through a sociological lens,
If you are unable to spend 2-3 hours (minimum) outside of class each week at one of the 5 sites listed, you should withdraw from the course.

**What is service-learning?**
Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Students use what they learn in the classroom to address community-identified issues. They not only learn about practical applications of their studies, they also become actively contributing citizens and community members through the service they perform.

**What does service-learning look like at the University of Minnesota?**
- Students either work individually or in small groups with a community-based organization to address a community need;
- Students work with one organization over the course of the semester, either in a direct service role or on a specific project tied to the content of their academic course;
- The experience is relationship-based;
- Students’ work with the organization will be ongoing throughout the semester, averaging 2-3 hours per week for approximately 26 hours in total.

**Why participate in service-learning?**
Many people learn as well or better by doing as by reading or listening. Education is a function not only of lectures and books, but also of experience, and especially of connecting what one reads and hears with ongoing experiences and observation. Service-learning provides a hands-on approach to learning while also contributing the public good.

**Why am I getting credit for volunteering?**
Attendance and participation in class sessions may form part of your final grade for a class, but typically most of your grade comes from other assignments that allow you to demonstrate what you have learned from lectures, readings, discussions, etc. Service-learning works the same way – your instructor may determine part of your course grade by the time you spend working with an organization, but more significantly, you are receiving credit for the learning connected to your experience in the community. This makes service-learning is different from volunteering, where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the service recipient. The learning in service-learning is equally important, and it primarily benefits you, the learner. Think of your service-learning experience as a text you are learning from, but instead of reading it, you are living it. Unless you are able to articulate and connect what you learn from your course texts, from lectures, and from your experience in the community to the course concepts to your instructor in an acceptable way, you will not get credit for your work.

**What doesn’t count for service-learning?**
Here are some examples of when volunteer or community work may not be used to fulfill a service-learning requirement for a course. If you have any questions about what does or doesn’t count, contact your faculty member and your service-learning coordinator.
• **On-Campus Service:** An important component of service-learning is the opportunity to engage with communities outside of campus and learn from new and different environments, so work done with and for a student organization or campus office or program, even if it is unpaid, will not fulfill service-learning requirements. There are some on-campus experiences that can count as service-learning if the work includes partnering with off-campus communities or individuals.

• **Work Study or Paid Work:** The spirit of service-learning is that it is unpaid work that benefits the community and enhances student learning. This is also a matter of fairness: while many students work, most students are not able to apply their paid work experiences to fulfilling service-learning requirements.

• **Working with immediate family:** Service-learning activities must adhere to all University policies. This includes the policy on Managing Nepotism and Personal Relationships, which prohibits individuals from teaching or supervising the employment of any member of their family or their partner. Since you are doing service-learning as part of an academic course, it would likewise be inappropriate for a member of your family or a significant other to serve as your service-learning supervisor.

**Does the time I spend traveling to and from my service-learning site count toward my required hours?**
No, just as time spent traveling to and from class does not count as instructional time, and time spent traveling to and from a job is not compensated. When you schedule service-learning into your weekly activities, you need to allow enough time to get to and from your organization, but you should only record the hours you spend working at the organization.

**Can I be reimbursed for the costs of traveling to my service-learning site, like my bus fare?**
No. Service-learning provides additional content for your class, just like any books you are required to purchase. Think of your transportation costs for service-learning as if you were assigned to purchase another book for the class instead.

**What if I'm doing service-learning in multiple courses this semester?**
Most students in this situation want to know, “can I use the same placement for both courses?” The answer is often yes, as long as the work you’ll be doing at your service-learning site has a clear connection to the course content for both classes. If you are in this situation, **contact your service-learning coordinator as soon as possible** to begin the process of making sure your organization is approved for both classes and discussing how many total hours of service-learning will be expected of you during the semester (students in this situation are typically asked to do more than the minimum number of hours required for one class). **You should only record the hours you spend at the organization once in the online system,** and your service-learning coordinator will also make sure that both of your instructors know how many hours you have completed by the end of the semester.

**Should I record the hours I spent at my pre-service training workshop?**
You should record any time spent attending orientation and/or training sessions at your organization, but **do not record the hours you spend attending a pre-service training workshop offered on campus by the Community Service-Learning Center** (Community Involvement in Practice, Critical Perspectives on Community Involvement, or the MLC Tutor Training), **even if your instructor is allowing you to count your workshop attendance toward your total hours for the semester.** All hours you record in the online system are submitted to your organization for your supervisor’s approval, and s/he has no way of knowing whether or not you attended a training on campus. Your attendance at the pre-service training will be tracked in another part of the online system so your instructor can give you the appropriate credit.
**Academic integrity also applies to community work done for academic credit.** Any of the following actions constitute academic dishonesty within a community-based learning context and will be addressed in the same way as any other act of academic dishonesty:

- Misrepresenting hours completed at a community site or spent working on a community project (students can count time spent off-site doing work that is required to complete a project for a community organization).
- Writing reflections or completing other assignments about events or activities the student was supposed to attend and participate in, but did not actually attend or participate in.
- Signing in at a site or training session and leaving before the hours or training was completed OR signing in for a friend or classmate at a site.
- Writing reflections based on previous community work or documenting hours done at a community organization during a previous semester and misrepresenting it as your current service-learning experience.

**Accommodations for Students Registered with Disability Services Doing Service-Learning**

If you are registered with Disability Services, you are eligible to receive accommodations from the University when doing service-learning in the community. While not all buildings where community groups are located are 100% accessible to students with physical disabilities, service-learning staff can work with you to find a service-learning site that meets your needs. If you have an invisible disability, we encourage you to talk with your service-learning liaison and/or your DS specialist to discuss the type of work environment and structure you need to be successful during your community experience.

**Confidentiality and Privacy Issues within the Service-Learning Context**

Community organizations participating in service-learning expect students to work to the best of their abilities and act in a responsible manner. Furthermore, many service-learning students will be working with individuals who fall into protected categories, such as children, seniors, or individuals with disabilities. Be aware that through your service-learning, you may come to know information about individuals that is covered by rules and ethical guidelines about confidentiality. You should speak to your community supervisor about how confidentiality obligations apply to you.

Examples of how these issues might arise in your service-learning include:

1. You should not take photographs of anyone at your service-learning site without following the policy the organization has in place. This often involves getting written permission from the individual and/or written permission or the parent/guardian of children under 18 years of age.
2. During class discussions, be careful about revealing any information that could be used to personally identify any individual you work with in your service-learning.
3. In written assignments and especially when using online learning tools (Moodle, class blogs, etc.), be particularly attentive about the information you disclose about your service-learning experience, in case the site you are using is publicly available online. Refrain from mentioning the name of your organization and change the names of any individuals you write about if you are utilizing these online tools for your class.

**Please note that Criminal Background Checks are also required for many service-learning placements, especially those that involve working with “vulnerable populations” such as children, the elderly, and individuals with disabilities.**

If the agency asks about any convictions and you have a criminal record:
• Be honest. Failure to state convictions that are then uncovered in a background check will likely result in your immediate dismissal from your service organization.
• Ask the agency representative to explain what types of convictions are not acceptable (these often involve convictions such as those involving theft, violence, drug sales, and/or crimes against minors).
• If you believe that your record could disqualify you from the approved service-learning options, please be proactive and talk to your service-learning liaison to discuss alternative placement options.

Non-Discrimination and Religious Service

According to the University of Minnesota Board of Regents policy on Equity, Diversity, Equal Opportunity and Affirmative Action, the University shall,

Provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

This policy applies to service-learning provided as part of any academic course, so the Community Service-Learning Center (CSLC) shall only develop partnerships with organizations that comply with this policy and offer volunteer opportunities to any and all interested students. If your faculty member allows you to do your service-learning at an organization that is not a CSLC partner, CSLC staff must contact the organization to ensure their compliance with this non-discrimination policy before your work with them will be approved for class credit. Organizations that exclude any potential volunteers on the basis of any of the criteria listed in the non-discrimination policy will not be a permissible service-learning site. In order for you to receive academic credit, the site must qualify as a “University of Minnesota program” that is equally available to all members of our community.

You may perform service-learning with faith-based organizations, including religious institutions such as churches, mosques, synagogues, temples, etc., if the organization complies with the non-discrimination policy. However, service done as part of an academic course cannot include any of the following religious activities: providing religious education/instruction, conducting worship services, or engaging in any form of religious proselytizing. CSLC staff ensures that our community partner organizations comply with these guidelines as well. Again, if your faculty member allows you to do your service-learning at an organization that is not a CSLC partner and you would like to work with a faith-based organization or a religious institution, please consult with your service-learning coordinator before beginning your service to make sure your proposed experience adheres to these guidelines.

Assessments:

Dialectical notebooks: 45 points (3 x 15)
In addition to reading from our textbook, we will read 28 sociological articles from our Sociology reader, “Mapping the Social Landscape.” These articles were not originally written for first or second year sociology students. They were written for other sociologists and other social scientists. The reading level is often difficult and truly understanding the text requires critical thought (as does much of the reading done in college). One system that we’ll be introducing and using in this course is the “dialectical notebook”(DN) which some of you may be familiar with from any Advanced Placement courses you took in high school. You will choose, in advance, which articles you will complete the DN for. You will
complete 3 DNs during the semester. I will show you example DNs in class. In general a good DN is over 2.5 pages long.

DNs should be submitted online (via Moodle) on the day the article is due in class.

Please note, DNs are a discussion with the text that then becomes a discussion with me, the instructor (once you hand it in). They should not feel like busy work. If they do, please see me to discuss the assignment and my expectations.

**Reading Checks:** approx. 50 points
Reading the assigned material is essential in this course. It is through reading that you will be exposed to diverse experiences and research regarding race, ethnicity, class, gender, religion, sexual orientation, and disability.

Students are required to read the assigned texts before coming to class. To help facilitate this, there will be reading checks at the beginning of the class hour most days. These reading checks will be short quizzes that will show evidence of you having read and thought about the material. If you miss the reading checks because you are absent or tardy, you will not be allowed to make it up unless you arrange something with me beforehand.

**Exams:** 175 points (50 + 50 + 75)
We will have 2 exams and 1 cumulative final exam. The material tested will be from the 2 texts, classroom lecture and discussion. Please look at the class schedule now and mark the exams on your academic planner. If you have conflicts with the dates, please speak with me immediately. STUDENTS WHO DO NOT TAKE THE EXAM DURING THE SCHEDULED CLASS PERIOD AND HAVE NOT CONTACTED ME BEFOREHAND ABOUT THEIR ABSENCE WILL NOT BE ALLOWED TO MAKE UP THE EXAM.

**Field notes:** 60 points (20 + 20 + 20)
Every time you visit your service-learning site, you are required to write up notes about your experience (minimum 500 words, typically longer). These notes should be as detailed as possible. You are to follow the method of field notes discussed in class. Then, 3 times during the semester, as marked on the course schedule, your field note “google doc” will be read and assessed. It will be graded on thoroughness, use of objective recording of events, and on number of service hours completed at that point. I will be setting up the google doc during the first week of classes. Once the google doc is created it is your responsibility to update it with new field notes every time you go to your service learning site.

**Final Field Reflection:** 50 points
Your final writing assignment asks you to re-read your field notes and write an essay in which you analyze some event or theme that took place during your service learning through a sociological lens. You may focus on an issue related to any of the course topics, such as, the sociological imagination, interdependency of social institutions, social construction of gender, social reproduction of class etc. One option in the final paper is to reflect on your own social location and how it impacted both how you viewed your time and how you were viewed during your time completing the service learning. In a 1000 word paper, you will present your interpretation of this event or theme while supporting your argument with excerpts from your own field notes and from course texts. This is a formal writing assignment.

**In class work:** approx. 25 points
During class, group work will often involve a product that I’ll collect and grade. Thorough and thoughtful completion of the product will receive full points. Adequate completion of the product will receive partial points. Poor completion will receive minimal points.

This in class work gives you the opportunity to work with and apply your learning related to diversity and social justice. Because in-class work is collaborative in nature, students with unexcused absences will not be able to make it up.

**Initial instructor meeting:** 10 points (10)
All students are required to meet with me in my office, Burton 229, during the first 3 weeks of class. This is both an opportunity for me to learn something about you and who you are (hometown, major, interests) and also to discuss any questions that you have about the course thus far.

**Name Quiz:** 20-25 points
On September 16 you will complete a name quiz. Learn the names. Get the points.

**Attendance:** I take attendance each class session. While there are no “points” for attendance, per se, if you miss class you will likely miss a reading check and/or in class work. If you have a legitimate excuse for missing class (see University policy below) and make arrangements with me, you can make up the work. Otherwise those points cannot be made up. As stated above, missing 7 or more classes will result in your failing of the class.

**Accommodations for Disabilities:**
Students with disabilities should speak with me in the first few weeks of the course to discuss accommodations.

**Overall Point Distribution:**
*NB: assignments and their points may be modified or changed to better serve the needs of the students*

- **Dialectical Notebooks = 45 points**
- **Reading Checks = 50 points**
- **Exams= 175 points**
- **Field Notes= 60 points**
- **Final Field Reflection= 50 points**
- **In class group work= 25 points**
- **Instructor Meeting= 10 points**
- **Name Quiz= 20 points**

**Total Points= 435**

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There is NO EXTRA CREDIT IN THIS COURSE.

Late Work Policy
All assignments are due at the beginning of the class on the day they are due, unless otherwise explicitly noted. Except in the case of a documented medical or family emergency, late work is penalized as follows: papers handed in within the 24 hour period after the class period in which they are due will be penalized a third of a letter grade. Papers handed in after 24 hours will be reduced by one full letter grade for every additional 24-hour period. Once a paper reaches the “F” level using these standards, you can always turn the paper in for an “F” before the final class day of instruction (December 11). After December 11, all papers not received will be given a zero. I work hard to grade and return work to students in a timely manner. Work that is handed in late will NOT be graded in a timely manner. It simply goes to the bottom of my pile. While it will be graded, there is a chance that it will not be graded until the end of the semester.

Student Conduct
The University of Minnesota Student Conduct Code governs all activities in the University, including this course. Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action under the Code. This includes any behavior that substantially or repeatedly interrupts either the instructor’s ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities. The Student Conduct Code is available at http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html.

Disability Accommodations
Reasonable accommodations will be provided for students with disabilities on an individualized and flexible basis. Disability Services determine appropriate accommodations through consultation with the student. See the instructor for information about contacting Disability Services or call DS Student Services at 626-1333.

Harassment
The University of Minnesota is committed to providing a safe climate for all students, faculty, and staff. All persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Reports of harassment are taken seriously, and there are individuals and offices available for help. Contact the Department Chair, 206 Burton Hall, 626-8705, or the Office of Equal Opportunity and Affirmative Action, 419 Morrill Hall, 624-9547.

Complaints Regarding Teaching/Grading
Students with complaints about teaching or grading should first try to resolve the problem with the instructor involved. If no satisfactory resolution can be reached, students may then discuss the matter with the Department Chair, 206 Burton Hall, 626-8705, who will attempt to mediate. Failing an informal resolution, the staff in the PsTL departmental office will facilitate the filing of a formal complaint.

Complaints Regarding Advising
Students with complaints about advising should first try to resolve the problem with the advisor involved. If no satisfactory resolution can be reached, students take the matter to CEHD Student Professional Services, 360 Education Sciences Building, 625-3339.
University Grading Standards
A - achievement that is outstanding relative to the level necessary to meet course requirements.
B - achievement that is significantly above the level necessary to meet course requirements.
C - achievement that meets the course requirements in every respect.
D - achievement that is worthy of credit even though it fails to meet fully the course requirements.
S - achievement that is satisfactory, which is equivalent to a C- or better.
F (or N) - Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see below).
I - (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., hospitalization) a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

Scholastic Dishonesty
Scholastic dishonesty is defined by the Office for Student Conduct and Academic Integrity as “submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement”. Scholastic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.

Plagiarism
Plagiarism occurs when students turn in work that is not their own. According to the Office of Student Conduct and Academic Integrity, when you “present the ideas, words, and work of someone else as your own, you have plagiarized. Any information, data, or expressions coming from someone else or another source must be properly cited by you. If there is any doubt in your mind regarding what needs to be cited, it is your responsibility to seek clarification from the instructor.” More information on plagiarism is available at http://www1.umn.edu/oscai/integrity/student/index.html.

Credits and Workload Expectations
For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week necessary for an average student to achieve an average grade in the course. For example, a student taking 15 credits should require approximately 45 hours of work each week.

Absence for Religious Observance
The University of Minnesota permits absences from class for participation in religious observances.

Students who plan to miss class must:
1. Inform instructors of anticipated absences at the beginning of the semester;
2. Meet with instructors to reschedule any missed labs or examinations; and
3. Obtain class notes from other students.

Instructors are required to assist students in obtaining course materials and assignments distributed during class sessions and to make arrangements for taking missed examinations.
**Class Schedule**
Readings for each day must be completed before the class where they are listed.

**Week 1:**
September 4—Introduction to the course. Introduction to sociology

**Week 2:**
September 9—service learning presentations & origins of sociology
   READ: Skeptic: Introduction and Ch 1 pp 1-28
September 11—Origins of Sociology & The sociological imagination
   Why study human interaction? Why look beyond individual fault for individual problems?
   READ: Skeptic: Ch 2 pp 29-39
   Mapping: “Teenage Wasteland,” Gaines pp 7-19

**Week 3:**
September 16—Name quiz, Research Part 1—doing and understanding
   How do social scientists conduct their research?
   READ: Skeptic Ch 5 pp 68-75 (you can skip pp 58-68)
   Skeptic Ch 6 pp 81-100
September 18—Paradigms, Research Part 2-ethics
   How do social scientists prevent harm in their research?
   READ: Skeptic: Ch 3 pp 40-48, Ch 4 pp 49-57

**Week 4:**
September 23—Culture—What is culture?
   How does a diverse society manage multiple cultures?
   READ: Skeptic: Ch 7 pp 101-120
September 25—Culture, power and perspective
   Who owns culture?
   READ: Mapping: “Lovely Hula Hands,” Trask pp 113-120

**Week 5:**
September 30—The Social Structure: statuses and roles
   What statuses (ascribed or achieved) give a person power and privilege? What statuses disadvantage a citizen?
   READ: Skeptic: Ch 8 pp 121-135
   Mapping: “Peer Power” Adler and Adler, pp 179-193
   Mapping: “Shopping as Symbolic Interaction,” Williams pp 194-204
October 2—Social institutions: societies answers to its needs
   How do social institutions create injustice and justice?
   READ: Skeptic: Ch 9 pp 136-151

**Week 6:**
October 7—Review
Week 7:
October 14—Socialization

_How do we learn the rules of society? How do they constrain us? What happens when we don’t “fit”?_

**READ:** Skeptic: Ch 10 pp 152-168

Mapping: “No Way My Boys Are Going To Be Like That!,” Kane pp 121-133

October 16—Crime and Deviance

_What is the relationship between deviance and social movements?_

**READ:** Skeptic: Ch 11 pp 169-194

Mapping: “Anorexia Nervosa and Bulimia,” McLorg & Taub pp 205-216

On Moodle _“The Decline of the Date” England and Thomas_

Week 8:
October 21—Power, Education & Privilege

_Why do people in power tend to stay in power?_

**READ:** Mapping: “The Power Elite,” Mills pp 391-398

Mapping: “A School in a Garden” Stevens pp 564-577

October 23—Education; poverty exercise assigned

_If education is the great equalizer, why isn’t it working?_

**READ:** Mapping: “Bad Boys,” Ferguson pp 578-586

On Moodle: “Before the Bleach Gets Us All” Fine, Anand, Jordan & Sherman

Week 9:
October 28—Education & Class mobility

_What happens when you do pull yourself up by your bootstraps?_

**READ:** Skeptic: Ch 12 pp 195-212

Mapping: “Making It By Faking It” Granfield pp 145-157

October 30—Class-Inequality and Achievement

_What does it mean to be “poor” in the United States?_

**READ:** Skeptic: Ch 13 pp 213-236

Mapping: “Nickel and Dimed” Ehrenreich pp. 278-291

**COMPLETE:** poverty exercise assignment

Week 10:
November 4—Social Reproduction of Class

_What is the research behind “the rich get richer and the poor get poorer?”_

**READ:** Mapping: “Who Rules America,” Domhoff pp 253-266

Mapping: “Invisible Inequality,” Lareau pp 606-622

November 6—Race and class privilege; Race: The Power of an Illusion

_Why do we have to talk about history when we talk about race, an economic argument?_

**READ:** Mapping: “Race, Homeownership, and Wealth,” Shapiro pp 266-278

Week 11:
November 11—Review

**DUE:** Field Notes # 2 due on your google doc
November 13—Exam # 2

Week 12:
November 18—Race in the U.S.
   Do we really have problems with race?
   READ: Skeptic: Ch 14 pp 237-265

November 20—Race in the U.S.
   What do these problems with race really look like?
   READ: Mapping: “What is Racial Domination?” Desmond & Emirbayer pp 338-351
   Online: additional readings as posted

Week 13:
November 25—Race in the U.S.; Affirmative Action
   How do these problems affect social justice? What does affirmative action really mean? How can being color-blind be a form of racism?
   READ: Mapping: “At the Slaughterhouse,” LeDuff pp 354-363

November 27—Social Construction of Gender
   What makes a man a man, a woman a woman? How does the social construction impact power and privilege?

Week 14:
December 2—Miss Representation
   Where do we get these crazy ideas anyway?

December 4—How ideas about Gender affect our institutions
   “But women are soooo nurturing….”
   READ: Mapping: “Gender as Structure” Risman pp 291-299

Week 15:
December 9—The Family
   What happens as an institution changes?

December 11—Review
   DUE: Field Notes #3 (due on your google doc) and Final Field Reflection (printed and handed in)

Final Exam: 10:30-12:30 Saturday December 14