SOC 1120: Introduction to Sociology: Diversity & Health
Fall 2015

INSTRUCTOR: Professor Colignon
OFFICE HOURS: By appointment
CLASS LOCATION: MORRISSEY HALL 0400
CLASS TIME: TR 2:15-3:30

COURSE DESCRIPTION
This course will survey the field of sociology, stressing important ideas, methods, and results. We focus on health to illustrate the application of sociological ideas. The survey is designed to develop analytic thinking skills. Weekly readings from a text will be supplemented with articles and chapters illustrating topical issues and exercises on the skills and craft of the social sciences.

PREREQUISITES
The course is open to undergraduate students and has no prerequisites.

OBJECTIVES
This course introduces the distinct sociological skills, including:
1) The ability to recognize and examine social phenomena from multiple perspectives.
2) The recognition of what constitutes fact based arguments from appropriately designed information gathering.
3) The ability to understand the sources of attitudes and behaviors from cultures and structures and how they impact the quality of life of different groups in society.
4) The ability to reflect on the diversity around us and to act in a moral and just manner as citizens of the world.
5) Developing skills in independent thinking, aesthetic awareness, moral and/or ethical system of values, welcoming diversity, and committing to the value of life-long learning.

TEACHING AND LEARNING METHODS
Lecture and Discussion. Lecture and discussion will be the primary methods of teaching and learning. Lectures are based on the readings that include the text and additional readings found on Blackboard. Weekly discussions facilitate a closer dialogue among professor and students to develop higher order and competency based understandings of the material.

Class Attendance: Attendance is taken. Students will routinely complete graded in-class discussion exercises that may not be made up. In addition, assessment exercises will be used to gage the level of teaching and learning in the course. Missing class means missing your education and the opportunity to be involved in an experiment.

Class Participation: The classroom is a setting for the exchange of information which includes lectures and discussions involving the professor and the students. Verbal communication of questions, answers and ideas is an important skill developed in a liberal education. Participation in this course takes several forms: completing assignments and exercises, and actively discussing issues and topics in groups or in the class as a whole help contribute to the intellectual development of the students and the class as whole.
Required:
Margaret Anderson and Howard Taylor. Sociology: Understanding a Diverse Society. 8th Edition.
Additional Readings are available on Global Blackboard.

METHODS OF EVALUATION

Exams: There are 2 in-class examinations and a final examination at the end of the semester. These examinations will consist of both multiple choice and short answer questions.

Participation/Presentation: Each student will be evaluated on two short presentations to the class as well as their participation in class discussion. Presentations by each student will be from 4-5 minutes. Each student is expected to present on two topics by the end of the semester. Topics are listed at the end of this syllabus. The details will be discussed in the next few meetings.

Discussion-Exercises: The class will have weekly exercises to be completed before class discussion takes place. You will bring your completed exercise, use it as a guide to your discussion in the group, and turn it in at the end of that class for evaluation.

Your final grade will be weighted as follows:

GRADING:
Two mid-term examinations 25% each toward the final grade.
Participation/Presentation 10%
Discussion-Exercises 15%
Final exam 25% toward the final grade.

This course uses the Arts & Sciences Grading Scale (2005) that can be accessed at: http://www.slu.edu/colleges/AS/haybrond/GradingScale.htm Additional grading policies and procedures relevant to this course may be found at: http://www.slu.edu/Documents/enrollment/registrar/11-12_Main_PoliciesProcedures.pdf

OTHER COURSE POLICIES

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf
Finally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

**Title IX**

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU’s Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; 314-977-3886) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU’s sexual misconduct policy and for resources, please visit the following web address: http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy www.slu.edu/here4you.

**Student Success Center**

In an effort to be inclusive of students' learning styles and needs with regard to academic support, the following statement has been developed for use in course syllabi which identifies resources for student support in various areas of learning. As faculty members construct their syllabi for future courses, it is requested that they update materials to include new language regarding academic and career related support offered to students through the Student Success Center.

The syllabus statement will be available throughout the year by visiting the following websites, but we encourage you to place these resources on any departmental websites you feel necessary:

- Student Success Center: www.slu.edu/success
- Reinert Center for Transformative Teaching & Learning: www.slu.edu/cttl

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center, a one-stop shop, which assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center or by going to www.slu.edu/success.

**Disability Services Academic Accommodations**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Services to discuss accommodation requests and eligibility requirements. Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor’s course roster.

**Outcomes Assessment**

For each of the units of the course, the instructor will state a set of specific learning objectives and will include questions on these specific learning objectives on the test for that unit of the course.

For example, the first unit of the course will introduce the students to basic perspectives in the development of sociology: societal evolution, functionalism and conflict theory. Students will be asked to define, explain and apply these theories on the first exam. Each exam will include a sample of questions from all the materials from the corresponding section. This procedure will be followed for each of the three units of the course.

**Instructor/Course Evaluation**

The instructor and course will be evaluated at the end of the term. Each evaluation will cover the quality and relevance of course material and the quality of instruction. The intent is to seek information which will help to improve both the quality of the course and the instructor’s competence in teaching the materials. In completing these evaluations each student should be mindful of the extent to which the course objectives have been met.

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Medicine is a social science, and politics is nothing else but medicine on a large scale. (Rudolf Virchow, 1821–1902).

Medicine, as a social science, as the science of human beings, has the obligation to point out problems and to attempt their theoretical solution: the politician, the practical anthropologist, must find the means for their actual solution... Science for its own sake usually means nothing more than science for the sake of the people who happen to be pursuing it. Knowledge which is unable to support action is not genuine – and how unsure is activity without understanding... If medicine is to fulfill her great task, then she must enter the political and social life... The physicians are the natural attorneys of the poor, and the social problems should largely be solved by them.
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<thead>
<tr>
<th>Week and Topic</th>
<th>Readings</th>
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<tr>
<td><strong>Wk. 1 Aug. 25, 27</strong></td>
<td>Introduction to the course: The Sociological Perspective, Andersen &amp; Taylor &lt;br&gt; Miner, “Body Ritual among the Nacirema”</td>
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<td><strong>Discussion Topics:</strong> Ice-breakers and Habits of Mind.</td>
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<td><strong>Wk. 2 Sept. 1, 3</strong></td>
<td>Culture and the Media Andersen and Taylor., &lt;br&gt; Harris, “India’s Sacred Cow”</td>
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<td><strong>Discussion Topics</strong>&lt;br&gt; How Culture reflects and supports patterns of behaviors.</td>
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<td><strong>Wk. 3 Sept. 8, 10</strong></td>
<td>Doing Sociological Research Andersen &amp; Taylor</td>
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<td>Carter, “A Primer on Critical Reading” &lt;br&gt; Statistical Terms, &lt;br&gt; How to read a table</td>
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<td><strong>Discussion Topics:</strong> Characteristics of Critical Reading from Carter.</td>
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<td><strong>Wk. 4 Sept. 15, 17</strong></td>
<td>Socialization and Life Course Andersen &amp; Taylor</td>
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<td>Kohn, “Social Class and Parental Values”</td>
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<td><strong>Discussion Topics</strong>&lt;br&gt; How are we socialized?</td>
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<td><strong>Wk. 5 Sept. 22, 24</strong></td>
<td>Social Structure &amp; Social Interaction Andersen &amp; Taylor</td>
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<td>Kalbfleisch and Herold, “Sex, Power, and Communication.”</td>
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<td><strong>Discussion Topics:</strong>&lt;br&gt; Principles of social interaction.&lt;br&gt; Discussion on simple observation.</td>
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<td><strong>Wk. 6 Sept. 29, Oct. 1</strong></td>
<td>Review and Exam 1 Review questions Chapters 1-5 and Additional Readings.</td>
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<td>Sept. 29 Presentations on Breaching Experiments</td>
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Wk. 7 Oct. 6, 8
Groups and Organizations Andersen & Taylor Ch. 6
Klinenberg, “Dying Alone: The Social Production of Isolation” BB

Discussion topics
How do social networks related to health/illness?

Wk. 8 Oct. 13, 15
Deviance and Crime Andersen & Taylor Ch. 7
Conrad, Deviance and Medicalization, p. 1-37

Discussion Topics
Deviance and its definitions.

Fall Break Oct. 20

Wk. 9 Oct. 22
Health Care and Education Andersen & Taylor Ch. 14
McKinlay & McKinlay, “Medical Measures and the Decline of Mortality”

Discussion Topics
What are the courses of improved health?

Wk. 10 Oct. 27, 29
Environment, Population and Social Change Andersen & Taylor Ch. 16
Stark, chapter 18 “Demographic Change” BB

NYT, “Methodology: 1.5 Million Missing Black Men

Discussion Topics:
Exercise on Reading World Population Data Sheet.

Review, Presentations and Exam 2 Review questions
Chapters 6, 7, 14 & 16 and Additional Readings.

Oct. 29
Presentation of Comparative Observation

This next section involves some of the dominant patterns of structural inequality among groups and health consequences. Each section involves in-depth readings and a response of the groups to the dominant group.
WK. 11 Nov. 3, 5
Social Class and Social Stratification Andersen & Taylor Ch. 8
Bar, Chapters 1, 2 and 3. BB,

Discussion Topics
What is Class Inequality and how does it relate to health?

WK. 12 Nov. 10, 12
Global Stratification Andersen & Taylor Ch. 9

Global Stratification and Healthy Life Expectancies,

WK. 13 Nov. 17, 19
Race and Ethnicity Andersen & Taylor Ch. 10
Bar, Health Care Disparities in the United States, Chapters 4, 5, and 6, BB

Discussion Topics
Does health and health care differ by race?

Gender Andersen & Taylor Ch. 11
Anspach “Gender and Health Care” BB

Discussion Topics
Does health care differ by gender?

WK. 14 Nov. 24
Nov. 25 Thanks Giving Break

WK. 15 Dec. 1, 3
Review for Exam: Review questions from the guide for Chapters 8, 9, 10 and 11.
Dec. 1 Review for last examination
Dec. 3 Presentation of Home town
Presentation of Visual Sociology

Dec. 15 12 Noon Final Examination
Projects

Over the course of the semester you will be required to complete two projects that require you to apply concepts learned in class to various aspects of the real world. Additionally, you will briefly present your findings to the class. You may choose from among five possible projects. More detailed assignments will be handed out in class. The following summaries are to help you decide which you plan to do.

**Breaching experiment** (due 9/29/15): Select a norm (preferably one that is a part of your ongoing social routine), observe the way it operates in everyday life, violate the norm, observe the responses of those around you, and reflect on how this norm regulates behavior in the social world.

**Comparative observation project** (due 10/29/15): Compare two social settings that serve the same function (e.g., gas stations, grocery stores, churches, malls, parks, etc.) in two different areas (e.g., north St. Louis vs. south St. Louis; city vs. suburban, etc.) and describe the differences between the two locations. Note physical differences (layout, design, decoration), differences in staff and clientele, and differences in norms and behavior.

**Presentations on home town** (due 12/01-03/15): Select at least three demographic characteristics of your hometown or home country to present to the class. Go to Population Reference Bureau (prb.org), select “DataFinder”, select United States or International. For United States, select “Places” select your state and city or hometown. Identify demographic characteristics to write up and present to the class. For international students, select country and identify key demographic characteristics of your home county for write up and presentation.

**Presentations on visual sociology** (due 12/01-03/15): This project requires you to take photographs that depict at least ten sociological concepts discussed over the course of the semester. For each photo, add a caption beneath it defining the concept and describing the photo.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.
NAME _________________________________________________

BANNER ID #: ___________________________________________

MAJOR: _________________________________________________

PHONE #: ______________________________________________

ADDRESS: ___________________________________________________________________

____________________________________________________________________________

E-MAIL ADDRESS: ________________________________________________

I have received a copy of the Course Syllabus. I understand the course requirements and policies, and I understand the Statement on Academic Dishonesty.

____________________________________________________________________________

Print name

____________________________________________________________________________

Student signature ___________________________ Date _______________