When classes rise or fall, a person is employed or unemployed; when the rate of investment goes up or down, a person takes new heart or goes broke. When wars happen, an insurance salesperson becomes a rocket launcher; a store clerk, a radar operator; a wife or husband lives alone; a child grows up without a parent. Neither the life of an individual nor the history of a society can be understood without understanding both. 

C. Wright Mills

It seems fitting to begin this course with an image and also with a quote from a famous sociologist who wrote “The Promise,” in the early 1960s. The image is a pledge, a plea, a portent to remind us that we are going to stay grounded in this class—we will shed pretense and fronts and go to ground. On the other hand the quote is a foreshadowing as well and telling in several notable ways. It reflects momentous and yet almost commonplace societal changes—wars, for example, were as common in the 1960s as they are today. Moreover, it reflects a specific standpoint on the world, which we will be discussing consistently in the class. This critical and disciplinary standpoint is willing to take on societal issues head on whether large or small, great or humble, from the crash of global markets to the life of a child.

This course will explore something we all know and yet haven’t yet always put into words. It will be about the world we live in every day with a view to unpacking that world. We are all born into some setting that engages with us all the time, yet we don’t always call it our culture or society or how such entities express norms or roles. We all interact with people around us whether parents or siblings, teachers or friends, teams or work groups, yet we don’t always discuss these relationships in terms of socialization or face saving or how they are instrumental or expressive. Sometimes we observe people behaving in ways that shock us such as news stories about murder or rape or child abuse, yet we don’t necessarily consider how these behaviors are shaped by gender roles or patriarchy. We may notice movements like Black Lives Matter in the media, but not fully understand issues such as structural racism or racial profiling.

Fundamentally, this course will explore and ground us in the field of sociology—a broad field that we will only barely introduce in our sixteen weeks together. We’ll start with the basics—what is a sociological imagination, culture and social structure, socialization, groups and institutions? From there we’ll look at sociological areas of focus such as deviance, racial inequity, and gender inequity, followed by social institutions such as family, religion, and health. Finally, we’ll conclude with the topic of social change that introduces us to transformational processes with implications for the physical environment and
sustainability, technological innovation and social media, as well as collective movements and behaviors from fashions to revolutions. In all, we will be looking at everything that is already part of our lives, but interestingly, it will look very different from a sociological imagination. It will be old and new, dated and fresh, all at the same time. Let us begin.

**Course Objectives**

At the end of this course, students will be able to:

- **Explain** a working definition of sociology that makes sense to you
- **Describe** what sociologists do and why
- **Describe** how sociologists view the social world beginning with larger social constructions like human societies and social structures, and working through smaller social constructions like individual socialization patterns and dyads (couples)
- **Describe** how sociologists view social contingencies such as deviance, stratification, and inequity
- **Describe** how sociologists explore social change or transformational processes with implications for the environment and sustainability, technological innovation and social media
- **Apply** critical thinking to the discipline of Sociology in relation to society and other disciplines

**General Education/Bachelor Degree Requirement Designation**

This course meets the Social and Behavioral Sciences BF requirement.

**Canvas**

The course requires use of Canvas. You will be expected to retrieve and upload assignments through Canvas throughout the course of the semester. It would be wise to sign into Canvas through the Campus Information System (CIS) as soon as you can so that you can see all required assignments for the class.

**Teaching Assistants**

Undergraduate and/or graduate Teaching Assistants or TAs are assigned to this course. TAs do not grade, but review and advise on student work, and may be helpful in other ways to students. TAs will have access to Canvas information such as grades and assignments. Each TA has signed a confidentiality agreement and is therefore bound by University policy and the Student Code to hold all student information confidential.

**Student Names & Personal Pronouns**

Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the student profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, etc… Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.

**Important to Know**

Our class assignments often involve the sharing of personal experiences in essays and papers. This is a natural outcome of discussing issues of race, class, gender, and sexuality, but also just discussing personal and family histories. If shared personal experiences that students include in class assignments involve rape, sexual assault or sexual violence, I am required by law to report them to the Office of Equal Opportunity. This is not to discourage these confidences at all, but to offer students options and resources from that office. If a student wishes to ignore email correspondence from the OEO office, that’s fine. It’s all up to the student what they do with that information. I just want to be upfront about these matters.
Required Text

Each section of the class corresponds to specific readings from the Henslin text. Readings are numbered in the Course Outline as they are in the Henslin text and are not always in order. You can also find a full list of the readings in the last pages of the syllabus just before the CSBS Emergency Action Plan. Readings should be read by the earliest date at which the reading is listed in the course outline.

The Henslin text is available on our class Canvas page under the “Bookshelf” tab through Inclusive Access. If you’re new to Inclusive Access, check out the campus website: https://www.campusstore.utah.edu/utah/InclusiveAccess

With this ebook program, the cost of the assigned text has been added to the cost of tuition for the course—it will show up as a separate fee on your tuition statement—but at a discounted rate. The Campus Bookstore will be in touch with information on the text as well. If you have any issues with our Henslin text in Bookshelf go to https://www.support.vitalsource.com

You can also choose to opt-out of the Inclusive Access program (allowed up through the first 2 weeks of classes, add/drop date for the U). In that case, you can order the Henslin text through the Campus Bookstore or through Amazon, Goodreads, etc… You will be refunded the cost of Inclusive Access after the add/drop date for that term during the 3rd week of classes without penalty. You can go to www.CampusStore.utah.edu and find the OPT-OUT option under the “BOOKS” menu or opt out via our Canvas course etext link. You can also opt back in to our etext anytime during the first 2 weeks of classes the same way. After the 2 weeks, opt-outs and opt-ins are turned off.

Class Work
The major tasks of this class include three exams, two essay assignments, and any pop quizzes given in class. In addition, attendance and class participation are also considered significant to your grade. Taking notes is critical to the course and will be considered part of participation. In the interest of clarity, let us further break down the components of the grade.

**Exams 1, 2, and 3 (Choice of Multiple Choice or Essay exams)**
The three exams are offered in both multiple choice and essay formats. Each student has a choice between the two formats for all three exams. So you can choose to take only multiple choice exams or only essay exams or mix it up—it’s your choice as long as you complete all three exams. Each of the three exams will cover approximately a third of the class material and none will be cumulative. Class material includes notes and readings. If you choose essay exams, make sure to bold main points, PROOFREAD, and use reasonable font and margins.
First Essay Assignment: A Taste of the Sociological Imagination  
*(2 page Single-spaced essay, Word or PDF)*

This assignment requires that you spend a length of time (an estimate of 2 to 3 hours) in a social situation where you will observe through what I'll call a sociological lens, which can be as simple as focusing on patterns and nuances in human interaction. In this case, you will specifically be looking for patterns in people's behaviors and you will document those patterns within a typology of your observations. A typology is a set of categories used for classification. A typology of societies, for example, might include hunger-gatherer, horticultural, agrarian, and industrial societies (we will actually be discussing this particular typology of societies in the early part of the semester when we discuss “Culture and Social Structure”). To choose a site for observation, you will need to be mindful of COVID-19 restrictions, if they are applicable. Depending on the restrictions in place, examples of social situations that may be appropriate could include the Marriot Library, a Trax station, a park, an outdoor mall, a family gathering, a camping trip, a walk or hike, a restaurant (perhaps socially distanced or outside), a coffee shop (perhaps socially distanced or outside), and a zoom conversation. You might be able to think of others, but please think through the choice carefully with regard to any restrictions. We will be discussing this assignment in more depth in class, so stay tuned. Make sure to bold main points, PROOFREAD, and use reasonable font and margins.

Second Essay Assignment: My Sociology  
*(2 page Single-spaced essay, Word or PDF)*

This assignment requires that you discuss your own life experience as it has been shaped by sociological processes that we discuss in class so make sure to bold sociological concepts you include. An important consideration about this essay is that you shouldn't be able to write it without taking the class. Let me elaborate. We will be covering a range of sociological concepts in this course such as norms, verstehen, role conflict, socialization, face saving, paralanguage, instrumental leadership, the zone of permissible variation, microaggressions, cisgender identity, and matri locality. Note that these are not everyday terms, but require a broader knowledge base such as a sociology class. You should be able to relate your life story in several respects to the sociological concepts discussed in class. So, if your essay is only anecdotal or filled with growing up stories, it won’t work. The key is to relate your personal life history to sociological concepts and theories that should be BOLDED. PROOFREAD your paper and use reasonable font and margins.

Grade Calculation

Students can calculate their grade according to the weightings below. The first six components of the grade—the three exams, the two essay assignments, and pop quizzes—are weighted at 100 points each. The final component of the grade—attendance—is weighted at 200 points.

Exam 1  Exam 2  Exam 3  First Essay  Second Essay  Pop Quizzes = 100 each  Attendance = 200 each

**Attendance** is weighted highly because this is an intensely interactive class, both with the material and with everyone in the classroom. Being punctual, staying for the entire class, and notetaking are all critical elements of your course work, so pop quizzes will be given throughout the semester at the beginning or end of the class to encourage students to come in on time, stay for the duration of the class, and keep up with notetaking.

Attendance Policy

As mentioned above, attendance is critical to this class since this is an interactive class. Be very careful that you actually sign the roll sheet each class day which counts attendance (200 points)—initials and printing will not count. If a student is found not to be in class, but there is a signature for them on the roll sheet, this will be considered “Academic Misconduct” and could mean serious penalties for the person who signed and the person who they signed for—see Academic Misconduct below.
**Electronics Policy**
Students are allowed to take notes ONLY on paper in this class. Electronic gadgets are NOT ALLOWED. A growing and substantive body of research finds that multitasking degrades any kind of task performance in a class. Interestingly, taking notes on a laptop turns students into “transcription zombies”; while taking notes with a pen or pencil excites a “process of integration, creating more textured and effective modes of recall”—an academic way of saying that students learn a heck of a lot more when they write notes than when they type them.

**Extra Credit Assignments**
Every once and a while an extra credit assignment will simply show up on canvas and be due within a brief timeframe. These assignments are meant to give students a chance to engage with the course material and raise their grade. At the same time, since they are extra credit assignments, they will not earn points if they are late or don’t fulfill the instructions. They are a bonus only if they are done on time and done well.

**Public Health and Safety Guidance**
University leadership has urged ALL faculty, students, and staff to model the vaccination, testing, and masking behaviors we want to see in our campus community. These include:

- **Vaccination**
- **Masking indoors**
- **If unvaccinated, getting weekly asymptomatic coronavirus testing**

**Vaccination**
- **Get a COVID-19 vaccination** if you have not already done so. Vaccination is proving highly effective in preventing severe COVID-19 symptoms, hospitalization and death from coronavirus. Vaccination is the single best way to stop this COVID resurgence in its tracks.
- Many in the campus community already have gotten vaccinated:
  - More than 80% of U employees
  - Over 70% of U students

**Masking**
While masks are no longer required outside of Health Sciences facilities, UTA buses and campus shuttles **CDC guidelines now call for everyone to wear face masks indoors**.
- Treat masks like seasonal clothing (i.e. during community surges in COVID transmission, masks are strongly encouraged indoors and in close groups outside).

**Testing**
- **If you are not yet vaccinated, get weekly asymptomatic coronavirus tests**. This is a helpful way to protect yourself and those around you because asymptomatic individuals can unknowingly spread the coronavirus to others.
- **Asymptomatic testing centers** are open and convenient:
  - Online scheduling
  - Saliva test (no nasal swabs)
  - Free to all students returning to campus (required for students in University housing)
- Results often within 24 hours
- Visit alert.utah.edu/covid/testing

- **Remember:** Students must self-report if they test positive for COVID-19 via this website: [https://coronavirus.utah.edu/](https://coronavirus.utah.edu/).

**Student Mental Health Resources**

- Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, reach out for campus mental health resources, including counseling, trainings and other support.
- Consider participating in a Mental Health First Aid or other wellness-themed training provided by our Center for Student Wellness and sharing these opportunities with your peers, teaching assistants and department colleagues.

**ADA Statement**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability & Access ([https://disability.utah.edu/](https://disability.utah.edu/)), 162 Olpin Union Building, 801-581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability & Access.

**ADA Accommodations**

Given the nature of this course, attendance is required and adjustments cannot be granted to allow non-attendance. However, if you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA) at this link: [https://disability.utah.edu/](https://disability.utah.edu/). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.

**Academic Misconduct**

Per University of Utah regulations (Policy # 6-400). “A student who engages in academic misconduct,” as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, “may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.” Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies ([http://regulations.utah.edu/academics/6-400.php](http://regulations.utah.edu/academics/6-400.php)).

**Addressing Sexual Misconduct**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
Emergency Preparedness Information
The College of Social and Behavioral Science has made it a college priority to ensure we have an active CSBS Emergency Preparedness Plan. The college takes seriously the safety of all of our students in the case of any type of emergency on campus. The last page of the syllabus is a copy of the CSBS Emergency Action Plan that includes the BEHS building near where our class is located.

University Safety Statement
The University of Utah values the safety of all campus community members. To report suspicious activity, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit utah.edu.

Dates You Should Know

26 Sept: Exam 1
19 Oct: First Essay Assignment
31 Oct: Exam 2
16 Nov: Second Essay Assignment
12 Dec: Exam 3

Course Outline

<table>
<thead>
<tr>
<th>AUG</th>
<th>24</th>
<th>Introduction to Sociology</th>
</tr>
</thead>
<tbody>
<tr>
<td>26-31</td>
<td>Developing A Sociological Consciousness</td>
<td></td>
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<tr>
<td></td>
<td>1. Peter Berger “Invitation to Sociology”</td>
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<td>3. C. Wright Mills “The Promise”</td>
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<td>SEPT</td>
<td>2-7</td>
<td>Culture and Social Structure</td>
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<td>8. Horace Miner “Body Ritual Among the Nacerima”</td>
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<td>6</td>
<td>Labor Day Holiday</td>
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<td>9-14</td>
<td>Socialization</td>
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<td>12. Erving Goffman “The Presentation of Self in Everyday Life”</td>
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<td>16-21</td>
<td>Social Groups and Formal Organizations</td>
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<td>23</td>
<td>Exam 1 Up on Canvas at 2:00pm</td>
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<td>26</td>
<td>Exam 1 Due to be completed by 11:59pm</td>
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| OCT  | 23-30  | Deviance  
|      |       | 23. Philip Meyer “If Hitler Asked You to Electrocute a Stranger, Would You? Probably”  
|      |       | 25. Ken Levi “Becoming a Hit Man”  
|      |       | 27. Philip G. Zimbardo “The Pathology of Imprisonment”  
|      |       | **Deviance (continued)**  
| 5-7  |       | **Fall Break**  
| 10-17 |       | **Social Stratification**  
|      |       | 35. Stephen Higley “The U.S. Upper Class”  
|      |       | **First Essay Assignment Due**  
| 26-28 |       | **Racial/Ethnic Inequity**  
|      |       | 31. Clarence Page “Showing My Color”  
|      |       | 32. Raphael Ezekiel “The Racist Mind”  
| 28   |       | **Exam 2 Up on Canvas at 2:00pm**  
| 31   |       | **Exam 2 Due to be completed by 11:59pm**  
| NOV  | 2-4   | **Gender Inequity**  
|      |       | 30. Patricia Yancey Martin and Robert A. Hummer “Fraternities and Rape On Campus”  
|      |       | 45. Laura L. Miller “Women in the Military”  
| 9-16 |       | **Family**  
|      |       | 37. Stephanie Coontz “The American Family”  
| 16   |       | **Second Essay Assignment Due**  
| 18-30 |       | **Religion, Education, and Health**  
|      |       | 40. Marvin Harris “India’s Sacred Cow”  
|      |       | 39. Harry L. Gracey “Kindergarten as Academic Boot Camp”  
|      |       | 38. Robbie E. Davis-Floyd “Giving Birth the American Way”  
| 25-28 |       | **Thanksgiving Day Holiday**  
| DEC  | 2-9   | **Social Change**  
|      |       | 46. William Van Dusen Wishard “Caught Between the Ages”  
| 9    |       | **Exam 3 Up on Canvas at 2:00pm**  
| 12   |       | **Exam 3 Due to be completed by 11:59pm**  

Down to Earth Sociology – Required Reading List

Developing a Sociological Consciousness

Culture and Social Structure

Socialization

Social Groups and Formal Organizations

Deviance

Social Stratification

Racial/Ethnic and Gender Inequity

Family

Religion
Education

Medicine

Social Change
CSBS EMERGENCY ACTION PLAN

BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at https://emergencymanagement.utah.edu/eap.

CAMPUS RESOURCES

U Heads Up App: There’s an app for that. Download the app on your smartphone at alert.utah.edu/headsup to access the following resources:

- Emergency Response Guide: Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.

- See Something, Say Something: Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

Safety Escorts: For students who are on campus at night or past business hours and would like an escort to your car, please call 801-585-2677. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.