

SOCI 1510: Introduction to Sociology (Section 002)

University of North Texas – Fall 2024

Contact Information:

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*zoom link available on Canvas

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Regular Class Meetings

Tuesdays and Thursdays, 12:30 PM to 1:50 PM, CHEM (Chemistry Building), Room 109

Course Objectives and Learning Outcomes

Course Objectives: this course introduces students to the field of sociology, examines fundamental sociological ideas, and applies them to a variety of topics. We will learn about three broad ways sociology helps us understand the social world: 1) sociological perspectives for understanding everyday life, 2) sociological perspectives on inequalities in society, and 3) sociological perspectives on social problems. In addition to in-class activities and reading quizzes, the class will include an “inequalities assignment” and three exams.

Student Learning Outcomes

1. Understand what is distinctive about sociology as a science.
2. Question taken-for-granted and common-sense aspects of social life.
3. Use sociological ideas to better understand common life experiences.
4. Discuss sociological studies about current social problems and inequalities.

UNT Core Curriculum

Soci 1510 is part of the UNT Core Curriculum and satisfies the Social and Behavioral Sciences Requirement. “Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.” Soci 1510 meets the Core Objectives of critical thinking skills, communication, skills, empirical and quantitative skills, and social responsibility. “The University Core Curriculum is designed to ensure that all UNT students graduate with breadth of knowledge gained through their general education classes as well as depth of knowledge gained from courses in their major area of study. [...] Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and

the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.” <http://catalog.unt.edu/content.php?catoid=30&navoid=3325>

Required Texts and Materials

Instead of using a standard textbook, this course will use a digital textbook where chapters can be purchased individually for \$1 per chapter. The textbook is called *A Sociology Experiment* and can be located here: <https://sociologyexperiment.com/>. We will use a total of five chapters (e.g., \$5). All other assigned readings will be available free of charge online or posted as PDFs via the course website on Canvas.

In addition to the required readings, students must familiarize themselves with the Canvas course webpage (unt.instructure.com). This is where you will be able to access the syllabus, readings, copies of PowerPoint slides, assignment instructions, and your scores from assignments and exams. Students must have access to a computer, MS Office or Google Docs (Canvas will only accept .doc, .docx, and .pdf file extensions), and internet connectivity that will allow them to complete this course. **Students should check the course site and UNT email daily to be sure not to miss important course updates or communications.**

Preparing for Class

To succeed in this class, students should actively read all of the assigned chapters and articles, as well as attend class to participate and actively engage with the lecture material. During each of the three required exams in this course, students will be assessed on their understanding and application of information and theories from the required readings as well as in-class activities and lectures.

Participating in Class

To succeed in this class, students must attend class regularly in-person and fully participate by actively listening, engaging in class discussion, and participating in in-class activities.

Assignments and Exams

Reading Quizzes and In-Class Activities: These mini assignments—to be completed during class-time—are intended to facilitate student understanding of the course material and assess comprehension over the span of the class. Reading Quizzes will typically not be announced ahead of time, so students should plan to read regularly and thoroughly before attending class. Quizzes will be brief (taking anywhere from 2 to 10 minutes), and in addition to serving as a tool to assess comprehension, they are also intended as “practice” questions so that students can familiarize themselves with the format of style of questions that will be on exams. Similarly, in-class activities will not typically be announced ahead of time, so students should come to class prepared to engage in an activity on any given day. To be prepared for in-class activities, students should bring a pen/pencil, note paper, and either a laptop or smart phone (if available) to class. Students will also have the option to collaborate with a peer during class if they are not able to bring a laptop or smart phone on any given day. To allow for flexibility in the event of

needed absences, the lowest three reading quiz scores and lowest three in-class activity scores will be dropped from the student's final grade at the end of the semester.

Inequality Assignment: This course is used by the university to assess its Core Curriculum. As such, there is an assignment that is used for assessment purposes only. It is worth 100 points and will be scored following the "Course Grade Guidance" (Below). Oddly, the assignment must be turned in **TWICE**. The instructions are located under the "Inequality Assignment" module on Canvas. There is a rubric included with the instructions to provide guidance. The assignment must be submitted as a .pdf file and it must be submitted **TWICE**! The second submission will not be scored (it is only used by UNT). The Inequality assignment consists of a 2-to-5-page paper in which students are asked to apply sociological concepts from the course to their interpretation of quantitative social data. The Inequality Assignment is due **Friday, November 25th by 5pm** and must be submitted on Canvas via TurnItIn.

Exams: There will be three non-cumulative in-class examinations that will take place in-person during our regularly-scheduled class time. The exams will be made up of a combination of multiple choice, true/false, matching, and short-answer questions. We will spend the class period prior to the exam reviewing for the exam. In-Class Exams will take place on **September 19, October 24, and December 5.**

Grade Policies

Your final grade is made up of the following components:

1. In-Class Activities	20%
2. Reading Quizzes	20%
3. Inequality Assignment	15%
4. Exam 1	15%
5. Exam 2	15%
6. Exam 3	15%
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	100% Total

The cutoffs for final letter grades are as follows:

A	90-100	Excellent Work
B	80-89	Good Work
C	70-79	Fair Work
D	60-69	Passing Work
F	0-59	Failure

Absence Policies

Regular attendance and participation in the course is expected and important, because it will enable you to participate in the reading quizzes and in-class activities that make up a combined 40% of your grade. However, there are some cases when you may benefit from asking for an

accommodation: e.g., if you have an illness or disability that limits your ability to attend class on an ongoing basis; if you have experienced a sudden emergency; or some other case that is impacting your ability to attend class. Please do not attend class in-person when you have the sniffles or you are feeling unwell, overly tired, or run down. Your health and wellness are your first priority, and work-life balance is important! Your lowest three quiz scores and lowest three in-class activity scores will be dropped from your final grade. After that point, if necessary, please reach out to Prof. Helmuth to discuss your options and whether an accommodation is possible.

Late Work

The only assignment for which late work will be accepted is the Inequality Assignment. If an emergency makes it impossible to complete this assignment on time and you would like to discuss whether an accommodation can be made, please visit my office hours to discuss the situation or email me to set up an appointment.

Academic Integrity Policy

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. Please note that the use of artificial intelligence software (like ChatGPT), (un)intentionally copying from the Internet, copying from a classmate, etc. are all example of violations of UNT's Student Academic Integrity policy.

Disability Accommodations

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Syllabus Change Policy

This syllabus is only a guide for the course and is subject to change with advanced notice.

Contacting Us

Please contact us (Professor or TA) by email or make an office hours visit (in-person or by Zoom) if there is anything we can do or that we need to know to help make your experience better. You can always walk into office hours without an appointment, or you can email us to set up an appointment at another time.

COURSE SCHEDULE*

*Readings on this list may be changed or updated with at least one-week advanced notice.
Please check an updated version of the course schedule prior to each class.

	Part 1. Sociological Perspectives	
Wk1	Tues, Aug 20	<p>No reading today</p> <ul style="list-style-type: none"> • Review Syllabus and familiarize yourself with Canvas • Complete Course Survey <p>*Course Survey, due by Wednesday, August 21 at 5pm</p>
	Thurs, Aug 22	<p><u>What is Sociology?</u></p> <ul style="list-style-type: none"> • Chapter: "Introduction (A Sociology Experiment)" \$1 at https://sociologyexperiment.com/
Wk2	Tues, Aug 27	<p><u>Structure and Agency</u></p> <ul style="list-style-type: none"> • Chapter: "Social Structure and the Individual," \$1 at https://sociologyexperiment.com/
	Thurs, Aug 29	<p><u>Culture</u></p> <ul style="list-style-type: none"> • Chapter: "Culture," \$1 at https://sociologyexperiment.com/
Wk3	Tues, Sept 3	<p><u>The Social Self</u></p> <ul style="list-style-type: none"> • Nickerson, Charlotte. 2022. "<u>Impression Management and Self Presentation (Goffman)</u>." January 18, 2022. <i>Simply Psychology</i> • Ceban, Felicia. 2020. "<u>Through the looking-glass. An investigation into the imprint of COVID-19 on sense of self.</u>" November 24, 2020. <i>the Strand</i>.
	Thurs, Sept 5	<p><u>Fashion</u></p> <ul style="list-style-type: none"> • [Pages 541-545] Simmel, Georg. 1957. "<u>Fashion</u>." <i>American Journal of Sociology</i> 62(2):541-558. • Nahman, Haley. 2021. "<u>Is Denim in an Identity Crisis?</u>" November 10, 2021. <i>New York Times</i>. • Tweet thread by Derek Guy @dieworkwear
Wk4	Tues, Sept 10	<p><u>Music and Fan Culture</u></p> <ul style="list-style-type: none"> • [Pages 187-191 and 194-196]. Roy, William G., and Timothy J. Dowd. 2010. "What Is Sociological about Music?" <i>Annual Review of Sociology</i> 36:183-203.

		<ul style="list-style-type: none"> Neely, Anthony and Vittorio Malone. 2014. "From Fan to Fam: The Bounding 'Counters' in the Juggalo Culture."
	Thurs, Sept 12	<u>Religion</u> <ul style="list-style-type: none"> Emerson, Michael. 2016. "The Sociology of Religion: An Overview." Pages 105-119, Chapter 6 in <i>Religion: Social Religion</i>. Gullotta, Daniel N. 2022. "America, Land of Unbelieving Believers." June 29, 2022. <i>The Bulwark</i>.
Wk5	Tues, Sept 17	No new reading today *In-Class Activity: Review Session for Exam 1
	Thurs, Sept 19	EXAM 1
	Part 2: Social Inequalities	
Wk6	Tues, Sept 24	<u>The Class Domination Theory of Power</u> <ul style="list-style-type: none"> Domhoff, William. "The Class Domination Theory of Power" (PDF located on Canvas)
	Thurs, Sept 26	<u>Race and Ethnicity</u> <ul style="list-style-type: none"> Chapter: "Race and Ethnicity," \$1 at https://sociologyexperiment.com/
Wk7	Tues, Oct 1	<u>Gender and Sexuality</u> <ul style="list-style-type: none"> Chapter: "Gender and Sexuality," \$1 at https://sociologyexperiment.com/
	Thurs, Oct 3	<u>Intersectionality</u> <ul style="list-style-type: none"> Collins, Patricia Hill. 1990. "Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection"
Wk8	Tues, Oct 8	<u>Health and Medicine</u> <ul style="list-style-type: none"> [Required]. Kenen, Joanne, and Elaine Batchlor. 2022. "Racist Doctors and Organ Thieves: Why So Many Black People Distrust the Health Care System." December 18, 2022. <i>Politico</i>. <p><i>In addition to above, choose one of the following:</i></p> <ul style="list-style-type: none"> Park, William. 2019. "The Simple Words that Save Lives." September 20, 2019. <i>BBC Future</i>. Gonzalez de Gispert, Jaime, 2015. "Hispanic paradox: Why immigrants have a high life expectancy." May 29, 2015. <i>BBC News</i>.

		<ul style="list-style-type: none"> Lewis, Tanya. 2022. "The U.S. Just Lost 26 Years' Worth of Progress on Life Expectancy." October 17, 2022. <i>Scientific American</i>.
	Thurs, Oct 10	<u>Disability</u> <ul style="list-style-type: none"> Mauldin, Laura. 2021. "Sociological Perspectives on Disability." <i>The Oxford Handbook of the Sociology of Disability</i>.
Wk9	Tues, Oct 15	<u>Gender and the Sociology of Gaslighting</u> <ul style="list-style-type: none"> Sweet, Paige. 2022. "How Gaslighting Manipulates Reality"
	Thurs, Oct 17	<u>LGBTQ Inequalities</u> <ul style="list-style-type: none"> Davidson, Mena. 2022. "Transgender Legal Battles: A Timeline." May 12, 2022. <i>JSTOR Daily</i>. Robinson, Brandon Andrew. 2016. "Beyond Family Rejection: Poverty And Instability In The Lives Of LGBTQ Homeless Youth." September 1, 2016. <i>Huffington Post</i>. Mahowald, Lindsay. 2022. "LGBTQI+ Nondiscrimination Laws Improve Economic, Physical, and Mental Well-Being." March 24, 2022. <i>Center for American Progress</i>. Ramirez, Marc. 2022. "Many young adults now identify as transgender or nonbinary as social media helps more people come out." June 10, 2022. <i>USA Today</i>.
Wk10	Tues, Oct 22	No new reading today *In-Class Activity: Review Session for Exam 2
	Thurs, Oct 24	EXAM 2
Part 3: Social Problems		
Wk11	Tues, Oct 29	<u>Policing and Crimes</u> <ul style="list-style-type: none"> Grawert, Ames, and Noah Kim. 2022. "Myths and Realities: Understanding Recent Trends in Violent Crime." July 12, 2022. <i>Brennan Center for Justice</i>. Waxman, Olivia B. 2017. "How the U.S. Got its Police Force," Time (*Optional) Washington Post. <i>Policing in America</i>. <ul style="list-style-type: none"> Explore the "Police Shootings Database" (*Optional) FBI: UCR. 2019. <i>2019 Hate Crime Statistics</i>. <ul style="list-style-type: none"> Explore these statistics.
	Thurs, Oct 31	<u>Mass Incarceration</u>

		<ul style="list-style-type: none"> • Delaney, Ruth, et al. 2018. "American History, Race, and Prison." In <i>Reimagining Prison Web Report</i>. Vera. • Savat, Sara. 2021. "For 50 years, mass incarceration has hurt American families. Here's how to change it." <i>The Source</i>, Washington University in St. Louis. • Harris, Alexes. 2021. "Monetary Sanctions as a Pound of Flesh." July 26, 2021. <i>Brennan Center for Justice</i>.
Wk12	Tues, Nov 5	<u>Residential Segregation</u> <ul style="list-style-type: none"> • Reading TBD
	Thurs, Nov 7	<u>Housing and Homelessness</u> <ul style="list-style-type: none"> ○ Reading TBD
Wk13	Tues, Nov 12	<u>Extremism</u> <ul style="list-style-type: none"> • Cooter, Amy. 2022. "Citizen Militias in the U.S. Are Moving toward More Violent Extremism." January 1, 2022. <i>Scientific American</i>. • Goff, Kerby, and John D. McCarthy. 2022. "No, antifa didn't 'infiltrate' Black Lives Matter during the 2020 protests. But did it increase violence?" February 8, 2022. <i>Washington Post</i>. • Abrams, Zara. 2021. "Deradicalizing domestic extremists." July 21, 2021. <i>Monitor on Psychology</i>.
	Thurs, Nov 14	<u>Rural Distrust</u> <ul style="list-style-type: none"> • Hollis, Paul. 2018. "Auburn College of Agriculture author chronicles rural distrust of government in new book." September 11, 2018. Auburn University. • Weeks, Olivia. 2022. "Q&A: Why Is the Government Losing Rural America's Trust?" January 14, 2022. <i>The Daily Yonder</i>. • Plumer, Brad. 2016. "What a liberal sociologist learned from spending five years in Trump's America." October 25, 2016. <i>Vox</i>.
Wk14	Tues, Nov 19	<u>Social Movements and Social Change</u> <ul style="list-style-type: none"> ○ Morris, Aldon. 2021. "From Civil Rights to Black Lives Matter." February 3, 2021. <i>Scientific American</i>.
	Thurs, Nov 21	<u>Public Sociology</u> <ul style="list-style-type: none"> ○ Burroway, Michael. "Public Sociology: The Task and the Promise" <p>*Inequality Assignment due Friday, November 22nd by 5pm</p>
Wk15	Tues, Nov 26	No class this week – Thanksgiving Break

	Thurs, Nov 28	<i>No class this week – Thanksgiving Break</i>
Wk16	Tues, Dec 3	No new reading today *In-Class Activity: Review Session for Exam 3
	Thurs, Dec 5	EXAM 3
	Dec. 7-13	<i>University Exam Week (No Final Exam will be given in this course)</i>