

The Sociological Enterprise (Honors Seminar) SOC 181

3 credits

You should expect to spend approximately ~2 hours per week **per credit** on coursework outside of our scheduled class sessions. For this 3-credit course, that translates to an AVERAGE of 6-7 hours per week reading, taking & reviewing notes, and completing required assignments.

Spring 2023

Van Vleck B139

OR

Live via Zoom (backup): <http://tinyurl.com/SOC181F23>

Passcode: 358606

MWF 11:00 – 11:50

Dr. Cabell Gathman
("Cabell" rhymes with "Scrabble")
She/her

Office hours: R 2:00 – 4:00; by appointment

Zoom Personal Meeting Room:

<https://uwmadison.zoom.us/my/cabell>
chgathman@wisc.edu

Readings available electronically via Canvas

Course Description

This course is an introduction to sociology, which is the study of human interactions and the products of those interactions, which range from personal roles and identities like "mother," "student," and "Catholic" to social institutions like family, education, and religion. While society is made up of individual people, the guiding premise of sociology is that individuals both produce and are produced by society; they cannot be separated. As a social science, sociology involves gathering data to describe specific trends and patterns and developing theories to explain or predict social phenomena more broadly and guide future research. Common emphases in the field include inequality, how groups are structured and interact with each other, and the social construction of reality itself. In other words, there's something for everybody. Personally, my focus is on gender & sexuality, medicine, technology, and the self, so these will be particular areas of focus in the course as well.

Although we can't cover every sociological topic and subfield, throughout the course, we'll consider categories such as gender, race, ethnicity, sexuality, age, and ability and learn about known trends and patterns for specific groups, with particular attention to how **power** is unequally distributed among those groups. We'll develop our sociological imaginations to think critically about our personal experiences as well as our observations of the world around us. As a sociologist of new media and technology, I am particularly interested in how technology shapes interaction and is in turn shaped by the people who use it; I hope that you'll express your own interests and concerns in our class discussions!

Course Objectives

- 1) Cultivate a sociological imagination and apply it to your own life and the world around you, developing an understanding of how personal identities and choices are shaped by social forces.
- 2) Apply sociological approaches, theories, and concepts to contemporary social issues and consider the underlying social mechanisms.
- 3) Critically evaluate information presented to you about the social world in both academic and non-academic contexts.
- 4) Craft arguments that put your experiences and interest in conversation with sociological research, and effectively share them with others.

Communication

I welcome student email, but I ask that you follow these basic guidelines:

Please email:

- Requests for minor clarifications regarding course materials and assignments
- Requests to meet outside of normally scheduled office hours
- More complicated questions, with the understanding that we may need to address them in class or with a one-on-one meeting—giving me lead time allows me to provide the best, most complete answer

Please do NOT email:

- Questions answered on this syllabus (CTRL-F is your friend!)
- Questions answered in Canvas announcements

I will do my best to answer email in a timely fashion, which means **within 48 weekday hours**. I am unlikely to respond over the weekend; I have kids and some semblance of a life outside of work. Please do NOT send follow-up emails less than 48 hours after your initial email. This does not make me respond faster, but it does make it more difficult for me to prioritize student communications effectively. If it has been more than 48 weekday hours and I have not responded, please DO email me to follow up, as sometimes email gets lost in the shuffle.

For urgent/short-notice communications about the course, I will typically send an email to the class list. However, I always post information to Announcements on the course Canvas page, so make sure you check this section regularly and/or configure Canvas to send you email notifications for Announcements (see Course Documents module in Canvas for instructions).

Policy on Children in Class

Caregivers deserve access to education. Many people are adversely affected by unpredictable school closings and gaps in childcare, and virtual participation is not always available or possible. Children who are reasonably believed to be non-contagious are welcome in our classroom spaces. You may wish to provide them with a device and headphones to keep them entertained, but they are also welcome to listen and participate in class to the extent of their ability. If you anticipate that a child might become disruptive, please just try to sit near an exit so that you can step out with them if necessary.

Accessibility

The policy of the Board of Regents of the UW System is to ensure that no qualified person shall, solely by reason of disability, be denied access to, participation in, or the benefits of, any program or activity operated in the UW System. Each qualified person shall receive reasonable accommodations needed to ensure access to educational opportunities, programs and activities in the most integrated setting appropriate.

If you have official accommodations through the McBurney Center, I should have received an automated email from them, but please also email me if you want to discuss how they will be implemented in this course.

If you do not have official accommodations, but there are conditions or life circumstances that interfere with your ability to fulfill your responsibilities for this course, I still encourage you to contact me ASAP to discuss how best to accommodate you. In some cases, I may recommend that you consult with the McBurney Disability Resource Center (263-2742), but I recognize that official channels are not equally accessible to all students, and I want to support you in doing your best work for this course. You do not have to have "official" accommodations from the university to receive accommodations in this course.

"Disability" is a broad category that includes physical, cognitive, and psychological issues, including chronic or mental illness. **Disabled people have the right to an education.**

Course Intro Survey

To get to know you better as people, I ask that you fill out an introduction survey via Canvas **no later than 11:59pm on Friday, September 15th**. I have chosen to put this form online in order to allow you more privacy and flexibility in filling it out. It is also a bit longer than similar forms used in hard copy since you will be able to type responses and you will receive course credit for completion. **Note:** If have trouble with the survey link in Canvas, you may need to sign out of your personal Google account, as UW uses Google Apps to record your UW username.

You may decline to answer any questions that you like, but should go through the entire form and submit it to receive pass/fail credit. Your responses will be visible ONLY to me, your instructor. The completed survey counts for **2% of your final grade**.

(Mostly) Weekly Reflections

Every week except for Weeks 6, 8, 12, 13, & 15, there will be a reflection assignment available in Canvas. You will respond to a prompt (some weeks you will have a choice; other weeks have only one) in at least 250 words, connecting concepts from the week to your own observations and experiences. These reflections are graded pass/fail for thoughtful completion and meeting the minimum requirements, but they are an important opportunity to reflect on course content and prepare you to do your best on the papers!

Reflections typically open after class on Wednesday (Friday for Week 1) and are due by 11:59pm on Sunday. There is a one-week grace period for Weeks 1 & 2 ONLY.

The reflections for Weeks 1 and 2 are required; for Weeks 3-14, you have two (2) free drops for non-submission or submissions that do not meet the minimum requirements of the assignment. Each of the eight (8) remaining reflections is worth two (2) percentage points on your final grade, for a total of **16% of your final grade for the category**.

Weekly Quizzes

To help ensure that students stay caught up on course materials, we will have weekly quizzes in Canvas for Weeks 2 – 14, with no quiz in Week 6 (student presentations) or Weeks 12 & 13 (instructor conferences). These quizzes are open notes/materials and will be available for 24 hours from noon Friday (after our last class of the week) through noon Saturday.

You can take the quiz at any time during this window and refer to any and all notes and course materials, including lecture slides and recordings when/if available, but you should not consult with any other person or external source (online searches, etc.) in the process. **If this window won't work for you this semester due to an ongoing commitment (caretaking, employment, religious observance, etc.), please contact the course instructor no later than Week 3 to set up an alternate window for the semester.**

You MUST take the Week 1 Practice Quiz, which covers basic points from this syllabus and our first two days of class. Unlike subsequent quizzes, the Week 1 Quiz allows unlimited attempts, so you can retake it as many times as necessary to earn 100% within the 24-hour window it is available. The Week 1 Practice Quiz is worth **two (2) percentage points on your final grade**.

In Weeks 2-14, your three (3) lowest quiz scores, including zeroes, will be dropped. Your remaining seven (7) quizzes will each be worth five (5) percentage points on your final grade, for a total of **35% of your final grade for the category**.

There are a large number of dropped scores in the quiz category to account for unavoidable absences, technical failures, etc. **Please do not ask to re-open a closed quiz after the scheduled window.**

Social Norm Project

By the end of Week 3, all students will submit a specific social norm that they remember learning related to a **social role that they occupy or occupied** (EX: girl, student, big brother, Taco Bell employee, dorm resident, etc.). At the end of Week 4, you will submit a worksheet answering questions about this norm. During class time in Week 5 we will have small group discussions of these worksheets in class and you will submit a peer review via Canvas by the end of the week. In Week 6, you will give a short presentation to the class about your norm before submitting a write-up via Canvas no later than 11:59pm Monday, October 16th.

All together, the Social Norm Project is worth 18% of your final grade, broken down as follows:

Norm choice	5%	Text submission via Canvas by 11:59pm Friday, September 22 nd
Worksheet	15%	Form submission via Canvas by 11:59pm Friday, September 29 th
Peer Review	10%	Form submission via Canvas by noon Friday, October 6 th
Presentation	20%	As scheduled from Monday (10/9) through Friday (10/13)
Paper	50%	Document uploaded to Canvas by 11:59pm Monday, October 16 th

Personal Trouble/Social Problem Project

From Week 7 through the end of the semester, we will complete a project placing a "personal problem" or "trouble" in a larger sociological context. All together, the Personal Trouble/Social Problem Project is worth 30% of your final grade, broken down as follows:

Brainstorming Activity	5%	Form submission via Canvas by noon Wednesday, Oct. 25 th
Annotated Source List	10%	Document uploaded to Canvas by 11:59pm Monday, Oct. 30 th
Outline	5%	Document uploaded to Canvas by 11:59pm Friday, Nov. 10 th
First Draft Paper	15%	Document uploaded to Canvas by noon Wednesday, Nov. 22 nd
Peer Reviews	20%	Submitted via Canvas by noon Wednesday, Nov. 29 th
Instructor Conference	10%	As scheduled from Monday (11/27) through Friday (12/1)
Final Draft Paper	30%	Document uploaded to Canvas by 11:59pm Friday, Dec. 15 th
Final Draft Revision Memo	5%	Document uploaded to Canvas by 11:59pm Friday, Dec. 15 th

Statement on Academic Dishonesty

TL;DR: Life is short; this course has been designed to be extremely hard to fail; please don't cheat.

Quizzes are designed to keep students on top of material and prepared to discuss course concepts in depth in class, improving the educational experience for everyone. Papers are designed to encourage students to share their understanding of the materials and focus on issues they find personally important or interesting. Copying other people's ideas defeats that purpose; I want to know more about YOURS.

If you are unsure how to paraphrase or cite appropriately, I encourage you to meet with me outside of class or with staff at the Writing Center. I am happy to work with you to help you highlight your own ideas and appropriately cite outside sources when using them to advance your own arguments. Cases of intentional plagiarism will be assigned a zero for the assignment and reported to the Dean of Students to prevent a continuing pattern of behavior.

For the university's policy on academic dishonesty and misconduct, see:
<https://conduct.students.wisc.edu/misconduct/academic-integrity/>

Please note: A score of "0" received for academic dishonesty CANNOT BE DROPPED OR REPLACED, regardless of the normal mechanisms for the grade category.

Course Grading Scheme

Course Intro Survey	2%
Week 1 Practice Quiz	2%
Eight (8) Class Reflections	16%
Seven (7) Quizzes	35%
Social Norm/Socialization Project	15%
Personal Trouble/Social Problem Project	30%
TOTAL	100%

Final Grade Scale

A	92.5+
AB	87.5 – 92.49
B	82.5 – 87.49
BC	77.5 – 82.49
C	69.5 – 77.49
D	57.5 – 69.49
F	<57.5

Semester Schedule (See Canvas for specific readings)

All required readings are available for PDF download or as links in Canvas.

There are NO required books for this course.

It's to your advantage to complete all readings by Monday of the assigned week, to better connect them with lecture content. Readings will be covered on our weekly quizzes on Fridays/Saturdays, so you should definitely have completed them before then; although quizzes are open materials, you will find them difficult to complete if you are looking at the readings for the first time as you take them.

Week 1 (9/6 – 9/8):	Getting Started
Week 2 (9/11 – 9/15):	Sociology in Social Context
Week 3 (9/18 – 9/22):	Sociological Theory & Data
Week 4 (9/25 – 9/29):	The Presentation of Self
Week 5 (10/2 – 10/6):	Socialization & Social Norms
Week 6 (10/9 – 10/13):	Social Norm Project Presentations
Week 7 (10/16 – 10/20):	Patterns, Structure, & Culture

Week 8 (10/23 – 10/7):	Library Week
Week 9 (10/30 – 11/3):	(Medical) Power & Authority
Week 10 (11/6 – 11/10):	Gender & Body Work
Week 11 (11/13 – 11/17):	Sexuality & Social Movements
Week 12 (11/20 – 11/22):	First Draft Work Sessions (no live class)
Week 13 (11/27 – 12/1):	Instructor Conferences (no live class)
Week 14 (12/4 – 12/8):	Social Problems & Moral Panics
Week 15 (12/11 – 12/13):	Wrap-Up