

SOC/CES 211: The Sociological Enterprise

Official Lecture Time: M/T/W/Th 2:25-5:00 PM CST

Synchronous Class Meeting Link: <https://uwmadison.zoom.us/j/3348409088>



Instructor: Ruby Bafu, Senior Lecturer
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Office Hours: Wednesdays 11 AM-12 PM CST or by appointment, via Ruby's Zoom Room:
<https://uwmadison.zoom.us/j/3348409088>

Credits: 3

Course Description:

This course explores the study of social relationships with an emphasis on groups and the structure of society. The course details the various social processes and concepts that shape behavior, analyzing such phenomena as culture, roles, groups, stratification, deviance, race, gender, and social change.

Requisites: None

Instructional Modality & Credit Specifications:

This is a three-credit course. You will have four 2.5-hour class periods each week from Monday-Thursday for the duration of the course. This course carries the standard expectation that students will work on course learning activities (reading, writing, studying, etc.) for about three hours out of the classroom for every class period.

Required Textbook, Software & Other Course Materials:

Campus provides students with [technology guidelines and recommendations](#) for instruction. Students should consult these resources prior to the start of the semester.

The following is a required text and can be obtained in electronic form.

- <https://openstax.org/details/books/introduction-sociology-3e>
 - Click this link, download PDF, and TYPE in the page numbers for your reading assignments. For example, Chapter 1 is pgs. 19-37 in the PDF, not the textbook.

Regular and Substantive Student-Instructor Interaction:

Our class meets four times a week to discuss readings, exchange ideas, and contemplate supplemental material (etc). Students are asked to come to class prepared, alert, and ready to engage with classmates and the instructor. The course schedule is subject to change due to availability of resources, or other unforeseen time constraints, so please be flexible.

Canvas will be used as a communication tool for the whole class. Please familiarize yourself with the folders on our class page. These folders will contain additional resources for class including supplemental materials, academic support, and course documents/handouts.

As your instructor, I will come to class prepared and ready to facilitate lecture, course material, and activities to engage your learning. I will maintain a professional, safe learning environment adhering to the policies of the college. I commit to communicating openly and frequently with you about this class.

Course Learning Objectives:

Beyond the specific substantive content this course covers, I have designed it to achieve the following instructional objectives designated as priorities by the Department of Sociology:

- Identify and implement a sociological imagination in approaching situations and problems, linking social structures, social forces, and individual circumstances.
- Compare, contrast, and critique theories and methodologies used by sociologists working at the micro and macro levels of society.
- Explain how social forces influence the individual as well as how individuals shape society.
- Apply major sociological concepts to understand and explain real-world phenomena in daily life.

COURSE REQUIREMENTS

Grading:

This course includes three main grading components. All grades will be updated in Canvas on a regular basis.

1. Participation/Class Engagement (17 pts/ea) – your attendance is vital to the success of this class and your learning. Our class meetings are synchronous via zoom, you are required to virtually attend class, and you are allowed to miss up to 3 classes. It is expected that you read the lecture slides if you are absent. To demonstrate your participation, you will post on the discussion board daily and respond to at least one person's discussion post. These posts on the discussion board are expected to be done in class, but you will have until Friday at midnight each week to post on the discussion board.
2. [Movie Essays](#) (100 pts/ea) - we will watch and discuss three films that help illuminate concepts from class. You will write a 300-word essay answering a specific question from the film.
3. [What's Going on Here?](#) Essays (50 pts/ea) - these assignments ask you to critically reflect on current events and how sociological theory can be used to explain those events. A detailed assignment sheet will be provided.

4. Weekly Reading Quizzes (30 pts/ea) – these open book quizzes are meant to ensure reading and retention of main concepts from our text. You will have until Friday at midnight to complete your quizzes for that week.

Grading Breakdown:

Assignment	Points x Total #	Percent Grade
Engagement	17 x 10 = 170 pts	17%
Movie Essays	100 x 3 = 300 pts	30%
What's Going on Here? Essays	50 x 4 = 200 pts	20%
Quizzes	22 x 15 = 330 pts	33%
Total	1000 pts	100%

Grading Scale: 94-100A 83-87 B 70-77 C ≤ 59 F
 88-93 AB 78-82 BC 60-69D

ACCOMMODATIONS

Your experience in this class is important to me! If you have already established accommodations with the McBurney Disability Resource Center (MDRC), please use the McBurney Connect online portal to send a Faculty Notification Letter (FNL) for this course to me. If you are unsure how to do this, talk with your McBurney accommodation specialist for instructions. (Note that the digital FNL system has replaced the previous hard-copy McBurney VISA system.) Please send your FNLs to me at your earliest convenience, but no later than Friday, July 21st. I set this deadline so that I am able to provide you with the accommodations necessary to allow you to engage with and thrive in the course. If you have not yet established services through the McBurney Center but have a temporary health condition or permanent disability that requires accommodations (this includes but is not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), I encourage you to contact the MDRC at (608) 263-2741 to make an appointment. General information for students can be found at <https://mcburney.wisc.edu>. The McBurney Center offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. It is important to me as your instructor, the Department of Sociology, and UW-Madison as a whole to create inclusive and accessible learning environments for you as students!

PLEASE NOTE: *Even if you don't have accommodations through the McBurney Center*, feel free to talk to me about anything that affects your performance in this course. This includes (but is not limited to) things like “I’m a single parent,” “I have to work to support myself,” and “I have a hard time speaking up on discussion boards.” You are in no way required to disclose such information.

ACADEMIC INTEGRITY & CONDUCT

A lack of familiarity with the University’s policies around plagiarism and academic dishonesty does not constitute an excuse for violating them. You can read more about UW-Madison’s policies [here](#). Questions about the rules for any of the assignments should be directed to me. If

you have questions about citing ideas properly or attributing concepts correctly, please don't hesitate to ask. *Knowledge of the University's policies is ultimately your responsibility.*

A Note on Lecture Materials and Notes: Lecture materials and recordings in SOC/CES 211 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm besides the McBurney Center without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

DEPARTMENTAL LEARNING OBJECTIVES

Beyond the specific substantive and methodological content covered in the course, the course has been designed to achieve the following instructional objectives designated as priorities by the Department of Sociology:

1. ***Critically Evaluate Published Research:*** Sociology graduates will be able to read and evaluate published research as it appears in academic journals and popular or policy publications.
2. ***Communicate Skillfully:*** Sociology majors write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.
3. ***Critical Thinking about Society and Social Processes:*** Sociology graduates can look beyond the surface of issues to discover the “why” and “how” of social order, structure, and consider the underlying social mechanisms that may be creating a situation. They can identify evidence that may adjudicate between alternative explanations for phenomena as well as develop proposed policies or action plans in light of theory and data.
4. ***See Things from a Global Perspective:*** Sociologists learn about different cultures, groups, and societies across both time and place. They are aware of the diversity of backgrounds and experiences among residents of the United States. They understand the ways events and processes in one country are linked to those in other countries.
5. ***Work Effectively in Groups:*** Students will improve their skills in understanding group dynamics and working well with people from different backgrounds with different strengths and weaknesses.

CAMPUS RESOURCES

COVID-19 Student Resources: The University has compiled resources for students at the website <https://covid19.wisc.edu/for-students/>. You can find tips for remote learning, troubleshooting technical issues, finding health and wellness resources, and getting connected with financial and basic need resources.

Gender and Sexuality Campus Center: The GSCC supports LGBTQ+ students and their communities. They provide education, outreach, advocacy, and resources for UW-Madison student communities and their allies to improve campus climate and their daily intersectional experiences. Call (608) 265-3344 or visit <https://lgbt.wisc.edu>.

Immigrant Justice Clinic (ICJ): The ICJ clinic provides services to immigrants facing a variety of legal issues. These may include filing applications for humanitarian relief available to non-citizen victims of crime, persecution, and human trafficking, or defending non-citizens facing removal in Immigration Court. Contact them at <https://law.wisc.edu/eji/ijc/> or call (608) 890-3753.

International Student Services (ISS): ISS provides support to international students on F and J visas through advising on immigration, personal, and cultural matters. Their website at <https://iss.wisc.edu> currently provides updates about COVID-19, travel, and taxes.

McBurney Disability Resource Center: Students with disabilities, visible and invisible, can contact the McBurney Disability Resource Center by calling (608) 263-2741, texting (608) 225-7956, or visiting www.mcburney.wisc.edu. Students with accommodations should make arrangements to speak with me as soon as possible to make sure I have received your accommodation letter.

Multicultural Student Center (MSC): The primary mission of the MSC is to collaboratively strengthen and sustain an inclusive campus where all students, particularly students of color and other historically underserved students, can realize an authentic Wisconsin Experience. Visit <http://msc.wisc.edu> or call (608) 262-4503 for more information.

Neighborhood Law Clinic (NLC): The NLC provides free legal information and in some cases, free legal representation to residents of Dane County, and surrounding counties in limited circumstances. They generally work on housing issues and some employment issues. Contact them at <https://law.wisc.edu/eji/nlc> or call (608) 890-0678.

Survivor Services: Sexual violence affects university students before they reach campus and throughout their time at college. Survivor Services provides confidential support to UW-Madison student survivors of sexual assault, sexual harassment, dating violence, domestic violence, and/or stalking. These services are available at no cost. Visit <https://www.uhs.wisc.edu/survivor-services/> for more information.

Tom Durkin, Social Science Librarian: Tom is a truly wonderful resource if you are looking to navigate the library's online database. One of his specialty areas is sociology. If you're ever looking for academic articles or books, he can help. You can contact him at thomas.durkin@wisc.edu.

University Mental Health Services: School (and life) can be stressful! To obtain assistance for personal, social, career, and/or study skills problems, please contact the counseling center at University Health Services by calling (608) 265-5600 or MyUHS for appointment booking at

<https://www.uhs.wisc.edu/mental-health/>. The Crisis Line is available by calling (608) 265-5600 (option 9).

University Health Services (UHS) Clinical Services: For health issues ranging from the flu to sexual health testing, UHS offers health services for many student needs. Contact them by calling (608) 265-5600, visiting www.uhs.wisc.edu, or calling the 24-hour Nurse Line at (608) 265-5600 (option 1). Visit www.uhs.wisc.edu/remotethealth for a full list of remote clinical services, identity-specific resources, and opportunities for engagement and connection.

UW-Madison Writing Center: For papers and general writing guidance, students may wish to reach out to the campus writing center at (608) 263-1992 or by visiting www.writing.wisc.edu. Excellent writing instructors on staff offer one-on-one meetings and writing feedback to help with all aspects of the writing process, from brainstorming to polishing a finished draft. Even the best writers have room for improvement!

COMMENTS OR CONCERNS?

The Sociology Department embraces the notion that intellectual community is enriched and enhanced by diversity along a number of dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class, age, ability, and religion. Your suggestions are encouraged and appreciated! Please let me know ways to improve the effectiveness of the course for you personally or for other students.

While formal evaluations of the course and section will be administered at the end of the term, I will be administering a more informal midterm evaluation of the course about halfway through the course. I do this so that I can better gauge what you as students are finding helpful as well as areas for improvement or change.

The Sociology Department distributes student evaluations of all instructors near the end of the session. Students who have more immediate concerns about this course should report them to the instructor (bafu@wisc.edu) or the chair of the department, Eric Grodsky (egrodsky@ssc.wisc.edu).

COURSE STRUCTURE

STATEMENT OF CONTENT: This course covers a wide range of topics in a short amount of time. Some of the issues and topics we will discuss in this course may be difficult for some students to discuss. Please review each unit topic prior to participating in Canvas. Contact me beforehand to share your concerns or to request alternate assignments.

Week 1, July 17- July 21, 2023

July 17 th	Introductions; Review syllabus and Canvas The Sociological Perspective Read about the sociological perspective: Pgs. 19-37, 115-121 (top of 115-121, including what is written about <i>The Protestant Work Ethic</i>) Activity: Discussion of an excerpt of a piece by Durkheim
July 18 th	The Sociological Perspective Read about research methods: Pgs. 47-67 Activity: Watch the <i>Stanford Prison Experiment</i> and reflect <u>Quiz 1 due Friday, July 21st by Midnight</u> <u>Movie Essay 1 due Friday, July 28th by Midnight</u>
July 19 th	Research Methods Read about culture: Pgs. 77-98 Activity: How to Read a Journal Article Activity: Using Sociological Abstracts to Identify Primary Research Studies <u>Quiz 2 due Friday, July 21st by Midnight</u>
July 20 th	Culture Read about socialization: Pgs. 121-125, 131-145 (stop at Socialization Across the Life Course) Activity: Practice Interview Methods <u>Quiz 3 due Friday, July 21st by Midnight</u> <u>What's Going on Here? Essay 1 due Friday, July 21st by Midnight</u>

Week 2, July 24- July 28, 2023

July 24 th	Socialization Read about social organization: Pgs. 159-175 Activity: Who Am I Writing Exercise Activity: Watch <i>Nova: Secrets of the Wild Child</i> <u>Quiz 4 due Friday, July 28th by Midnight</u> <u>Movie Essay 2 due Friday, August 4th by Midnight</u>
July 25 th	Social Organization Read about social stratification: Pgs. 247-266 <u>Quiz 5 due Friday, July 28th by Midnight</u>
July 26 th	Social Stratification & Class/Social Inequalities Read about race: Pgs. 301-318 Activity: Knowledge of the Hidden Rules of Social Class Activity: Examining Poverty Using the Institute for Poverty Research and the Census <u>Quiz 6 due Friday, July 28th by Midnight</u>
July 27 th	Social Inequalities Read about gender, sex, and sexuality: Pgs. 343-367 Activity: Race and Ethnicity Data Exercise <u>Quiz 7 due Friday, July 28th by Midnight</u> <u>Movie Essay 1 due Friday, July 28th by Midnight</u> <u>What's Going on Here? Essay 2 due Friday, July 28th by Midnight</u>

Week 3, July 31- August 4, 2023

July 31 st	Social Inequalities Read about crime: Pgs. 185-204 Activity: Reflect on Video- 2016: Unequal Childhoods: Annette Lareau, Stanford Center on Poverty and Inequality's America's Course on Poverty Activity: Life Happens Game <u>Quiz 8 due Friday, August 4th by Midnight</u>
August 1 st	Deviance and Conformity Read about age: Pgs. 145-149 <u>Quiz 9 due Friday, August 4th by Midnight</u>
August 2 nd	Deviance and Conformity Read about education: Pgs. 479-498 Activity: Watch <i>Pushout</i> and reflect <u>Quiz 10 due Friday, August 4th by Midnight</u> <u>Movie Essay 3 due Friday, August 11th by Midnight</u>
August 3 rd	Social Institutions Read about family: Pgs. 421-441 Activity: Cultural Dig Scavenger Hunt Activity: Virtual School Board Meeting Research Activity <u>Quiz 11 due Friday, August 4th by Midnight</u> <u>Movie Essay 2 due Friday, August 4th by Midnight</u> <u>What's Going on Here? Essay 3 due Friday, August 4th by Midnight</u>

Week 4, August 7- August 11, 2023

August 7 th	Social Institutions Read about religion, politics, and work: Pgs. 453- all of 456, 460-467 (stop at 15.3 Religion in the U.S.), 508 (Power and Authority)- middle of 511, 514- middle of 521, 534-536 Activity: Social Media Exploration Activity, pages 231- 235 in the textbook <u>Quiz 12 due Friday, August 11th by Midnight</u>
August 8 th	Social Institutions Read about the environment and social change: Pgs. 601-606 (stop at population growth), 611- 614 (stop at theoretical perspectives on urbanization), 616-625, 643-648 stop at theoretical perspectives on social movements), bottom of 650 (start with 21.3 Social Change)-654 <u>Quiz 13 due Friday, August 11th by Midnight</u>
August 9 th	Social Change Read about health: Pgs. 571-587 Watch and Reflect: Robert Bullard: How Environmental Racism Shapes the US Activity: Environmental Justice Case Studies <u>Quiz 14 due Friday, August 11th by Midnight</u>
August 10 th	Wrap up & Reflections! <u>Quiz 15 due Friday, August 11th by Midnight</u> <u>Movie Essay 3 due Friday, August 11th by Midnight</u> <u>What's Going on Here? Essay 4 due Friday, August 11th by Midnight</u>