Dual Enrollment Sociology: Fall 2019  
Southeastern Louisiana University

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Mission Statement of the Sociology Program at Southeastern:  
To prepare students for full participation in the modern world, both by providing the sociological perspective for understanding how social, cultural, and physical environments affect how humans live, and by providing the sociological skills needed to contribute in an ever-changing global society.

What’s this class about?  
C. Wright Mills famously described sociology as the “intersection of biography and history.” All of us are born into pre-existing cultures and social structures that are specific to the times and places where we live, and as we grow up we have to learn how to negotiate them successfully in order to become fully accepted members of our societies. The institutions in which we are embedded—family, religion, economics, politics, health care, media and technology, education, and the like—can be either harmful or helpful (or some of both) as we make decisions about how we want to live. Not all of us are born into the same “social locations,” and differences among us such as race and ethnicity, sex and gender, social class, age, disability, etc. can lead to very different life chances and life outcomes depending on what resources we have available to us and how well we are able to make use of them.

Sociologists are interested in studying the many ways in which social life is patterned—how and why different groups of people with similar social locations tend to have similar cultural beliefs and life experiences, and what kinds of consequences those beliefs and experiences can lead to. We look at how and why there is so much inequality in our society, the ways in which belief systems are acquired and transmitted, and what makes us take some aspects of our society for granted but question the legitimacy of others. This kind of research requires taking a fresh look at our everyday, familiar ways of being and thinking in the world; we must carefully gather empirical evidence to help us learn more about the realities of the social world (and perhaps discard what is considered “common knowledge” in the process), and use that data to create theoretical explanations for what we have discovered.

This course is designed to introduce you to the “sociological perspective” and to help you understand the basics of what kinds of research sociologists do, what we have learned in the century and a half that the discipline has existed, and how that knowledge can be applied to “real life” situations.

Course Objectives:  
- Students will understand the concept of a “sociological perspective” and be able to apply this perspective to everyday situations.  
- Students will develop a greater awareness of and ability to think critically about the role that cultural forces play in our personal lives and in the creation of larger social structures.  
- Students will be able to make connections between things that happen in our personal lives (micro-level) and the larger social forces that impact our lives (macro-level).  
- Students will sharpen their analytical tools for recognizing and understanding the causes and consequences of social inequalities in our society.

Required Textbook and Reader:
Experience Sociology: Make the Familiar New, 3rd edition, by David Croteau and William Hoynes
Introductory Sociology Reader

Chapters from the reader will also be posted on Moodle as .pdf files in case we don't have enough books for everyone.

Additional readings and videos are posted on Moodle for each topic we will cover this semester. This material WILL be included in tests and exams.

Your GRADE for Southeastern will be calculated as follows:

Tests (4 @ 10% each) 40%
Midterm exam 25%
Final exam 35%

100%

Final grade scale: 90-100% = A; 80-89% = B, etc. Final numerical grades for the course ending in .5 or higher will be rounded up (ie, an 89.5 would be an A).

Please note that this class is NOT graded on a “points” system—tests and exams are weighted differently, as indicated above.

The TESTS AND EXAMS will consist of a combination of true/false, multiple choice, and matching questions. The questions will appear in random order as you take the tests. The final exam will be cumulative but will stress the second half of the semester. Dr. Youngman will give you study guides for the midterm and final exams.

REMEMBER that you will receive TWO separate grades for this course—one from Dr. Youngman at Southeastern for college credit, and one from your high school teacher for high school credit. You may be given additional work by your high school teacher (homework, writing projects, reading quizzes, etc.) that will count towards your high school grade but not your grade at Southeastern.

Students are welcome to email Dr. Youngman at any time with questions, etc. These emails MUST be sent via your SELU email addresses, not via any other personal or school email accounts you have.

Important Class Policies

1) YOU WILL BE HELD TO THE SELU HONOR CODE. ANY instances of cheating or plagiarism on tests or exams will be taken seriously and may result in a ZERO for the test or exam in question, and/or other disciplinary action, such as being reported to the high school and/or the SELU administration for academic dishonesty. Dr. Youngman will determine what measures need to be taken in such situations, in consultation with your high school teacher.

2) Any decisions regarding MAKE-UP tests/exams or changes to/extensions for assignment due dates will be made by your high school teacher in accordance with your high school's relevant policies. Any tests or exams that are missed WITHOUT an excused absence as defined by the high school may be made up with a 20% late penalty at the high school teacher's discretion.
3) IF YOU HAVE ANY CONDITIONS OR DISABILITIES that require special arrangements or assistance, please advise both your high school teacher and Dr. Youngman of them immediately so that we can make sure you are properly accommodated throughout the semester.

4) BE COURTEOUS AND CIVIL. You are highly encouraged to present and discuss your thoughts and opinions about the material we will discuss in this class. Disruptive, hurtful, or rude behavior, however, will not be tolerated.

5) CHECK YOUR SELU EMAIL AND OUR MOODLE SITE DAILY. The syllabus is subject to change, depending on how much we get done and how quickly, as well as what current events might present themselves as unscheduled topics for discussion. Additionally, Moodle passwords must be changed periodically and it is your responsibility to make sure that this is done as soon as you receive notification from Southeastern that this is necessary.

6) DO THE READING BEFORE CLASS AND ALWAYS HAVE A COPY OF THE READING WITH YOU when you come to class. That doesn't mean you have to understand it all right away, but you need to know what it's about and what the author's main points were when you walk into class. Do NOT expect us to go over every point in the reading in class; you will need to be attentive to both the written material and to our class lectures/discussions to do well.

Class Schedule:

Please note that this schedule is not carved in stone; it is YOUR responsibility to keep up with all class assignments, test and exam dates, etc. and to be aware of any changes as the semester progresses.

SELU Sociology 101 Pre-test (Moodle)

Charon, “What Does It Mean to Be Human?” (reader)
Animal behavior videos (Moodle)

Chs 1 & 2 highlights: The sociological perspective and the importance of empirical evidence
Mills, “The Promise” (reader)
Empirical evidence, cognitive biases, and media bias ppt slides (Moodle)
Fact, opinion, and satire articles (Moodle)

Ch. 3, “Culture”
Miner, “Body Ritual Among the Nacirema” (reader)
Culture and race/ethnicity/religion videos (Moodle)

TEST 1

Ch. 4, “Social Structure” and Ch. 7, “Interaction, Groups, and Organizations”
Collective behavior videos (Moodle)

Ch. 5, “Power”
Readings & videos re: privilege (Moodle)

Ch. 6, “Socialization”
Child development and socialization videos (Moodle)

TEST 2

Ch. 8, “Deviance” and Ch.14, “Media”
Body image issues articles and videos (Moodle)
Ch. 9, “Class and Global Inequality”
Poverty, housing, and food justice articles and videos (Moodle)

REVIEW FOR MIDTERM & TAKE MIDTERM EXAM

Ch. 13, “Education and Work”
Mutari and Lakew, “Class Conflict” (reader)
Kozol, “Savage Inequalities” (reader)
Articles and videos re: school funding inequalities nationwide and Louisiana’s higher education funding crisis

Ch. 16, Politics and the Economy
“Understanding political ideologies” study guide (Moodle)
Current events readings/videos (Moodle)

TEST 3

Ch. 10, “Race and Ethnicity”
Articles and videos re: the social construction of race, current immigration issues (Moodle)

Ch. 11, “Gender and Sexuality”
Boswell and Spade, “Fraternities and Collegiate Rape Culture” (reader)
Articles and videos re: gender roles, violence, and sexual consent issues (Moodle)

Ch. 12 pt. 1, Families
Articles and videos re: Changing ideas and laws about marriage & marriage equality (Moodle)

TEST 4

Ch. 15, “Communities, the Environment, and Health”
Universal health care and Obamacare readings and videos (Moodle)
Environmental issues in Louisiana readings (Moodle)

SELU Sociology 101 Post-test

REVIEW FOR FINAL & TAKE FINAL EXAM