**TCORE 123A: INTRODUCTION TO SOCIAL SCIENCE: *SELF, SOCIETY, AND SOCIAL CHANGE***

**INSTRUCTOR: ANDREA HILL**

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| **CLASS TIMES:** | **TUESDAYS and THURSDAYS, 8:00 -10:05, JOY 105** |
| **OFFICE HOURS:** | **TUESDAYS and THURSDAYS, 10:30-11:30** *(And by appointment)* |
| **CONTACT:** | **EMAIL:** [**andhill@uw.edu**](mailto:andhill@uw.edu)  **PHONE: 253-692-4943**  **OFFICE: WCG 116E** |

**COURSE DESCRIPTION:**

This course examines basic concepts and theories concerning the complex relationships between individuals and society. We are interested in exploring the ways in which culture, social structure, and institutions in influence behaviors, identities, and social change.

Designed to equip you with social scientific theories, research methods, and findings, this course will build your knowledge of the nature and structure of human social life. We will take what C. Wright Mills wrote as our guide for our exploration of society:

Neither the life of an individual nor the history of a society can be understood without understanding both. What man needs...is a quality of mind that will help him to use information and to develop reason in order to achieve lucid summations of what is going on in the world and of what may be happening within himself. It is that quality of mind, I am going to contend, that...may be called the sociological imagination.

The first fruit of this imagination--and the first lesson of the social science that embodies it--is the idea that the individual can understand his own experience and gauge his own fate only by locating himself within his period, that he can know his own chances in life only by becoming aware of all individuals in his circumstances...The sociological imagination enables us to grasp history and biography and the relations between the two within society. That is its task and its promise

(C.W. Mills, The Sociological Imagination, New York: Oxford University Press, 1959, 3-6).

Examining the historical, cultural and political contexts that shape identities, goals, and understandings, we will analyze the ways that individuals, groups, and cultural institutions frame, represent, and reproduce social norms and structures. As we discuss a range of issues—from American social values and the growth of the culture industry to student loan debt, changing employment relations, and political representation—we will ask: How does power and those who wield it influence our identities, dreams, and futures? How do articulations of race, class, gender, sexuality, and nation shape understandings and responses to social problems on micro and macro levels? What is the relationship between individuals and society, and how can we understand the intersections of identities, culture, and contemporary society? Throughout the course, you will learn to use a social constructionist lens to analyze how existing and changing social structural conditions play a role in the construction of specific values and understandings. In addition, this course will develop your use of the sociological imagination to see the contexts and consequences of popular cultural representations and norms and identify the ways they both shape and are shaped by our choices, interactions, and work for change.

**CORE:** The Core program consists of a coordinated series of courses that represent the various disciplines in the university. This course, along with the others in your cohort, fulfills one of the university’s general education requirements in each of the areas of knowledge plus composition. The courses are designed to both support and challenge you to develop the critical thinking, writing, research, and analytical skills you’ll need at UWT while introducing you to relevant topics in the social sciences, humanities, and sciences.

**COURSE GOALS AND LEARNING OBJECTIVES:**

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| **GOALS:** | **OBJECTIVES:** | **ASSESSMENTS:** |
| **To build the skills and knowledge that will enable:** | **Upon completion of this course, students should be able to*:*** | **Objectives will be assessed through:** |
| Understanding of the constructionist approach to studying and analyzing society. | 1. Analyze social scientific research methods and approaches to understanding. 2. Articulate the social constructionist approach to understanding individuals, groups, and societies. | * Discussions, activities, exams * Soc Imagination Assignment |
| Understanding of how cultural definitions and goals shape norms, values, and social policies. | 1. Identify the historical, political, and cultural contexts used to create, sustain, reproduce, and change culture and values. 2. Identify analyze the political, cultural, and legislative implications of social values and goals. | * Discussions, activities, exams * Soc Imagination Assignment |
| Development of habits of mind that enable   * Critical examination the public sphere * Evaluation of issues from multiple perspectives * Analysis of individual- and group- level forces shaping the social world | 1. Assess their knowledge and skills in thinking about and shaping society and culture. 2. Identify community issues and recognize ongoing strategies for informed responses to these issues. 3. Articulate the various possible ways they may act to define and challenge inequalities and social problems. | * Discussions, activities, exams * Soc Imagination Assignment * Social Problem Presentation |

**REQUIRED TEXTS AND MATERIALS:**

* **Henslin, James N. (2014). *Essentials of Sociology* (11th Edition). Pearson Publishing.** Students may use older editions of this text, but should be aware that course discussions and exams may reference materials that only appear in the newest version of the book.
* **A Canvas Account**: I will post reading materials, assignments, grades, discussion questions, and other class resources on Canvas.

**COURSE POLICIES:**

**Participation**: Students learn best through active discussion and participation. Classes will involve discussions, activities, and lecture material that will be necessary for assignments and covered on exams. It is crucial that the classroom be a place in which **ALL** voices are treated with respect. Please engage in civil discussion and limit your criticism to ideas, not individuals. Should you miss a class, please get class notes from a peer. While I am happy to clarify questions or discuss ideas during office hours, I do not repeat or summarize lectures for students.

**NOTE: I DO NOT TOLERATE** cell phone, blackberry, IPhone, or other portable device usage in class. It is not acceptable to receive or send texts during class, nor may you surf the Internet on any device. For the most part, laptops serve to distract the student using them as well as the peers sitting near them. For note taking purposes, I post PowerPoint slides on Canvas that may be printed before class. If I see a student using portable devices without prior permission, I will stop the class and ask the offending student to put their device away. ***EACH NOTICED USE OF PHONES OR OTHER ELECTRONIC DEVICES WILL RESULT IN AN AUTOMATIC 5% REDUCTION IN YOUR FINAL COURSE GRADE.*** While I understand that this policy may seem harsh, it will only serve to improve the quality of course and ensure that all students have a better learning experience.

**Reading**: To gain knowledge from and effectively participate and contribute to this class, it is essential that you do the assigned readings beforehand. If you find yourself confused by anything in the readings or lectures, seek help immediately. Do not fall behind because you are reluctant to ask questions—questions are at the heart of understanding. I want you to have a valuable learning experience as well as earn a good grade, thus I view questions as a sign of your commitment to the course.

**Assignments**: Full descriptions of and requirements for each assignment may be found under the ‘Assignments’ tab on Canvas and each will be discussed in more detail later in the term. All assignments must be:

* + Typed, 12-point Times New Roman font
  + Printed and submitted as a hard copy ***as well as***
  + Uploaded via Canvas
  + Submitted at the beginning of class on the date indicated in the assignment details. Students may turn in assignments (via email and hard copy) up to 24 hours after the due date for a 50% assignment grade**.** I will not accept any assignments that are submitted more than one day late. If you are struggling to make a deadline, please contact me as soon as possible so that we can work on a solution together.

**GRADING:** Components of your final course grade are below. Please see Canvas for more detailed information related to assignments.

* **Participation:**  In addition to contributing to class discussions, you will be engaging in group-work, in-class activities, in-class writing assignments, and other forms of interactive participation. Class participation may, moreover, take the form of unannounced reading quizzes throughout the quarter. You will have multiple opportunities to participate in a variety of ways.

***Class Participation will account for 15% of your final course grade.***

* **Sociological Imagination Assignment:** A formal 3-5-page essay exploring your socialization experiences and the way they have influenced your values, understandings, and opportunities. See Canvas for details. Due April 28.

***The Sociological Imagination Assignment will account for 15% of your final course grade.***

* **Social Problem Presentation:** A brief, eye-catching info sheet that may be used to educate the public about a contemporary social problem. Students will share their educational info sheet to classmates on the final day of the quarter in a 5-minute presentation. See Canvas for details. Due June 4.

***The Social Problem Presentation will account for 15% of your final course grade.***

* **Exams**: This course includes three exams that cover material from the classroom, discussions, and readings. The exams will consist of a mix of multiple choice and short answer essay questions. Each exam will be selectively comprehensive, but will stress the material covered immediately prior to the exam. I will post review sheets before each exam, and will be more than happy to help you study or clarify any questions you may have in office hours. Make-up exams will **NOT** be granted except in cases of *emergency* (**with documentation**).

***Exam One will account for 15% of your final course grade, and Exams Two and Three will each account for 20% of your final course grade. In total, Exams will comprise 55% of your final grade in this course.***

**FINAL COURSE GRADES WILL BE CALCULATED IN THE FOLLOWING MANNER:**

**CLASS PARTICIPATION 15%**

**SOCIOLOGICAL IMAGINATION ASSIGNMENT 15%**

**SOCIAL PROBLEM PRESENTATION 15%**

**EXAM ONE 15%**

**EXAM TWO 20%**

**EXAM THREE 20%**

**TOTAL 100%**

**Please see** <http://www.tacoma.uw.edu/enrollment-services/grading-policies> **for more information about the UWT Undergraduate Grading Scale.**

**COURSE SCHEDULE:** Bullet points represent readings from your Henslin textbook and \*\* represent additional readings your instructor has posted on Canvas. Students should complete readings and come prepared to discuss them on the day the reading is listed below. *The Instructor reserves the right to modify the course schedule below as needed.*

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|  | **TUESDAY, MARCH 31** | **THURSDAY, APRIL 2** |
| **WEEK ONE** | **Introduction to the Course** | **The Sociological Perspective**   * *Henslin Chapter 1* * *\*\*The Sociological Imagination\*\** |
|  | **TUESDAY, APRIL 7** | **THURSDAY, APRIL 9** |
| **WEEK TWO** | **Culture**   * *Henslin Chapter 2* | **Culture**   * *\*\*Real Punks and Pretenders\*\** |
|  | **TUESDAY, APRIL 14** | **THURSDAY, APRIL 16** |
| **WEEK THREE** | **Socialization**   * *Henslin Chapter 3* | **Social Structure and Interaction**   * *Henslin Chapter 4* |
|  | **TUESDAY, APRIL 21** | **THURSDAY, APRIL 23** |
| **WEEK FOUR** | **Social Groups and Organizations**   * *Henslin Chapter 5* | **EXAM ONE** |
|  | **TUESDAY, APRIL 28** | **THURSDAY, APRIL 30** |
| **WEEK FIVE** | **Stratification**   * *\*\*The Power Elite\**   **SOCIOLOGICAL IMAGINATION PAPER DUE** | **Social Class**   * *Henslin Chapter 8* |
|  | **TUESDAY, MAY 5** | **THURSDAY, MAY 7** |
| **WEEK SIX** | **Race and Ethnicity**   * *Henslin Chapter 9* * *\*\*The Souls of Black Folk\*\** | **Gender**   * *Henslin Chapter 10* |
|  | **TUESDAY, MAY 12** | **THURSDAY, MAY 14** |
| **WEEK SEVEN** | **Race, Class, Gender, and Inequality**   * *\*\*Unpacking the Invisible Knapsack\*\** * *\*\*The Case for Reparations\*\** | **EXAM TWO** |
|  | **TUESDAY, MAY 19** | **THURSDAY, MAY 21** |
| **WEEK EIGHT** | **Social Control**   * *Henslin Chapter 6* | **Social Control**   * *\*\*The Poor Get Prison\*\** |
|  | **TUESDAY, MAY 26** | **THURSDAY, MAY 28** |
| **WEEK NINE** | **Politics and the Economy**   * *Henslin Chapter 11* | **Politics and the Economy**   * *\*\*Inequality, Power, and Ideology\*\** |
|  | **TUESDAY, JUNE 2** | **THURSDAY, JUNE 4** |
| **WEEK TEN** | **Social Change**   * *Henslin Chapter 15* | **Social Problems Presentations**   * *\*\*Where Do We Go From Here?\*\**   **SOCIAL PROBLEM INFO SHEET DUE** |
|  | **FINALS WEEK** |  |
| **WEEK ELEVEN** | **EXAM THREE** |  |

**COURSE RESOURCES AND OTHER INFORMATION:**

* **Teaching and Learning Center:** The TLC provides a wide variety of instructional resources and support for teaching and learning at UW Tacoma. Teaching and learning are ongoing processes that take practice, commitment, and time. We are here to assist you in achieving your goals and provide math/quantitative, writing, science, and other tutoring services. <http://www.tacoma.washington.edu/tlc/>
* **Academic Standards/Plagiarism**: All student work must be free of plagiarism. Plagiarism is defined in the University catalog and in the Student Handbook. Consult your professor if you have any questions. A major part of your experience in the class will be reading, synthesizing, and using the knowledge and ideas of others. It is the responsibility of the faculty to help you in this process and to be certain you learn to credit the work of others upon which you draw. To plagiarize is to appropriate and to pass off, as one's own ideas, writing or works of another. Plagiarism is no less of a misconduct violation than vandalism or assault. Ignorance of proper documentation procedures is the usual cause of plagiarism. This ignorance does not excuse the act. Students are responsible for learning how and when to document and attribute resources used in preparing a written or oral presentation. For more information, please refer to the “Student Academic Responsibility” document prepared by the Committee on Academic Conduct in the College of Arts and Sciences, UW Seattle: <http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>
* **Library**: The UWT Library provides resources and services to support students at all levels of expertise. We guide students through the research process, helping them learn how to develop effective research strategies and find and evaluate appropriate resources. For more information about the Library and its services, see: <http://www.tacoma.washington.edu/library/>
* **E-mail Policy**: <http://www.tacoma.washington.edu/policies_procedures/E-mail_Policy.pdf>
* **Student Health Services**: Student Health Services (SHS) is committed to providing compassionate, convenient, and affordable health care for University of Washington Tacoma students, from care for illness and minor injury to women’s health and preventative medicine, including vaccination services. Insurance is not required. Funded by UW Tacoma student fees, office visits are provided free of charge. Treatment plans may incur costs, such as medications, labs, or vaccines, most of which are offered at discounted rates. For more information, please visit www.tacoma.uw.edu/shs or email at uwtshs@uw.edu. If you have questions or would like to schedule an appointment, please call (253) 692-5811 or stop by SHS at the Laborer’s Hall on Market Street.
* **Counseling Center (Student Success):** The Counseling Center offers short-term, problem-focused counseling to UW Tacoma students who may feel overwhelmed by the responsibilities of college, work, family, and relationships. Counselors are available to help students cope with stresses and personal issues that may interfere with their ability to perform in school. The service is provided confidentially and without additional charge to currently enrolled undergraduate and graduate students. To schedule an appointment, please call 692-4522 or stop by the Student Counseling Center (SCC), located in MAT 354. <http://www.tacoma.washington.edu/studentaffairs/SHW/scc_about.cfm/>
* **Disability Support Services (Student Success):** The University of Washington Tacoma is committed to making physical facilities and instructional programs accessible to students with disabilities. Disability Support Services (DSS) functions as the focal point for coordination of services for students with disabilities. In compliance with Title II of the Americans with Disabilities Act, any enrolled student at UW Tacoma who has an appropriately documented physical, emotional, or mental disability that "substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working]," is eligible for services from DSS. If you are wondering if you may be eligible for accommodations on our campus, please contact the DSS reception desk at 692-4522. <http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm/>
* **Campus Safety Information**: <http://www.tacoma.uw.edu/administrative-services/campus-safety>
* **Safety Escort Program:** For your safety, UW Tacoma encourages students, faculty, staff and visitors to use the Safety Escort Program. Campus Safety Officers are available to walk you to your car or other campus destinations during the following hours: Monday - Thursday — 6 a.m. to 11 p.m. Friday — 6 a.m. to 10 p.m. The service is free of charge. During busy periods, the Campus Safety Officer may ask you to meet in a common location as to facilitate escorting multiple people. Dial 253-692-4416 to request a Safety Escort.
* **In case of a fire alarm**: Take your valuables and leave the building. Plan to return to class once the alarm has stopped. Do not return until you have received an all clear from somebody "official," the web or email.
* **In case of an earthquake**: DROP, COVER, and HOLD. Once the shaking stops, take your valuables and leave the building. Do not plan to return for the rest of the day. Do not return to the building until you have received an all clear from somebody "official," the web‚ or email.
* **Inclement Weather**: Call (253) 383-INFO to determine whether campus operations have been suspended. If not, but driving conditions remain problematic, call the professor's office number. This number should provide information on whether a particular class will be held or not, and/or the status of pending assignments. If the first two numbers have been contacted and the student is still unable to determine whether a class will be held, or the student has a part-time instructor who does not have an office phone or contact number, call the program office number for updated information.